SOCIO-ECONOMIC CHARACTERISTICS, ATTITUDES, AND VALUES OF STUDENTS ENROLLED IN GEORGIA AREA VOCATIONAL-TECHNICAL SCHOOLS IN DECEMBER 1966

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BY

JOYCE LOUISE SMITH

DEPARTMENT OF SOCIOLOGY

ATLANTA, GEORGIA

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CHAPTER I

INTRODUCTION

In the twentieth century, there has been a growing need for concern toward youth in terms of vocational technical education. This is especially true in areas where industrialization and the complexity of society are rapidly increasing and making more demands upon youth and in many instances causing the youth to be denied of a meaningful institutional base for societal participation.

"For more than forty years, vocational education has been a vital part of the educational program in the state of Georgia. Its purpose is the development of skills and the acquisition of knowledge necessary for useful employment on the farm, in business, in industry and for making better homes. Although the curricula in vocational education are terminal in nature, they are not restrictive upon the vocational student who desires to continue his education beyond the high school level."[1]

Because it is vocational education, its aims should be in accord with the present and future manpower needs of the state and nation. Its programs should be of proper quality and should be provided in proper amount to supply those needs.

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[1]Governor's Conference on Education, Special Report on Vocational Education, (Georgia: Nuclear Advisory Commission, 1960), p. 7.

In 1917, when Georgia began its first vocational programs, the state's economy was basically agricultural. In a state composed largely of small towns and rural communities with only a few large cities, men made their livelihood on the farm and women were seldom employed outside of the home.

Much activity revolved around producing and preserving foods for the farm family. Agriculture and homemaking education supplied the much needed educational programs to improve farm and home life; their importance grew in proportion to the needs of the state.

"Through the Smith-Hughes (1917) and the George Barden (1948) Acts, federal funds for vocational education were allocated to Georgia on the population formula basis."[2] Federal funds thus used were matched dollar for dollar by state and/or local funds. State funds were provided through the Minimum Foundation Program Act (1951).[3]

Although federal funds were made available through the Smith-Hughes Act for training in trade and industrial education as well as in agriculture and homemaking, the state's economy was not geared for industrial development. Thus, trade and industrial education was not promoted at that time.

As the state's economy and the national economy changed, Georgia expanded its vocational education in the fields of trade and industrial education, in distributive education, in business education and in

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[2]Formula basis denoted the appropriation in the proportion that the state's farm, rural, non-farm and total population bears to the national farm, rural, non-farm and total population.

[3]Governor's Conference on Education, op. cit., p. 6.

industrial arts. However, the economic changes in Georgia have been more extensive and more rapid than has been the expansion of the new vocational programs.

Because certain basic economic conditions existing in the state of Georgia today bear significant implication for Georgia's vocational program, they must be subjected to careful analysis. These conditions are reflected in a substantial increase in the population of Georgia, a dramatic shiftof population from rural to urban centers, a decline of the ratio of Negro to white population and a shift from an agricultural to an industrial economy. The impact of these conditions upon every aspect of human activity in the state demands immediate study and analysis. The implications for the training of manpower to meet the needs that have developed as a result of these changes are immediate and imperative.

Population Movement from Rural to Urban Centers.--"It is significant that in 64 of the counties in Georgia there has been a decrease in population in the past ten years. In 67 percent of these counties, more than half of the employed workers are farmers. At the same time there has been a great increase in population in 89 counties. In 74 percent of these counties, more than half of the workers are engaged in non-agricultural pursuits. Because of the stepped-up farm mechanization and the consequent increase in farm size, the small farmer has had to look to other employment for a livelihood. Many people from agricultural counties have gone to the larger population centers to seek employment. This movement follows the national trend toward suburban living and industrial employment. It is of further significance

that employment in 47 of Georgia's 159 counties is more than 75 percent in occupations other than farm operation. In Georgia, the movement of population has been generally to the northern half of the state, away from Central and South Georgia. The exceptions are one section in industrial Southeast Georgia and in the counties whose principal cities are Augusta, Columbus, Albany and Macon.

The consistent loss of population from great areas of the state and the constant shift from agricultural to non-agricultural occupations have exerted a profound influence upon the economy of the state. These conditions carry strong implications regarding the education of this generation of Georgia school children. This movement has placed a high concentration of population in a half dozen centers around Atlanta, Macon, Columbus, Augusta, Savannah and Rome where a majority of Georgia citizens now reside. This shift in population along with change in the general type of employment pose economic and educational problems of the first magnitude.[4] (See Figure 1.)

The Changes in the Types of Employment available and increasing Job Diversification requiring more Specialization.--The movement of people from the farms to industrial centers creates a number of problems. The fact that much of this farm labor is unskilled industrially magnifies these problems. Georgia, like much of the rest of the nation, is facing an industrial revolution complicated by complex technological and scientific advances. This development has created many new kinds

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[4]Department of Public Health, Yearbook of Vital Statistics, 1960, (Atlanta: Georgia Department of Public Health, 1960), p. 9.

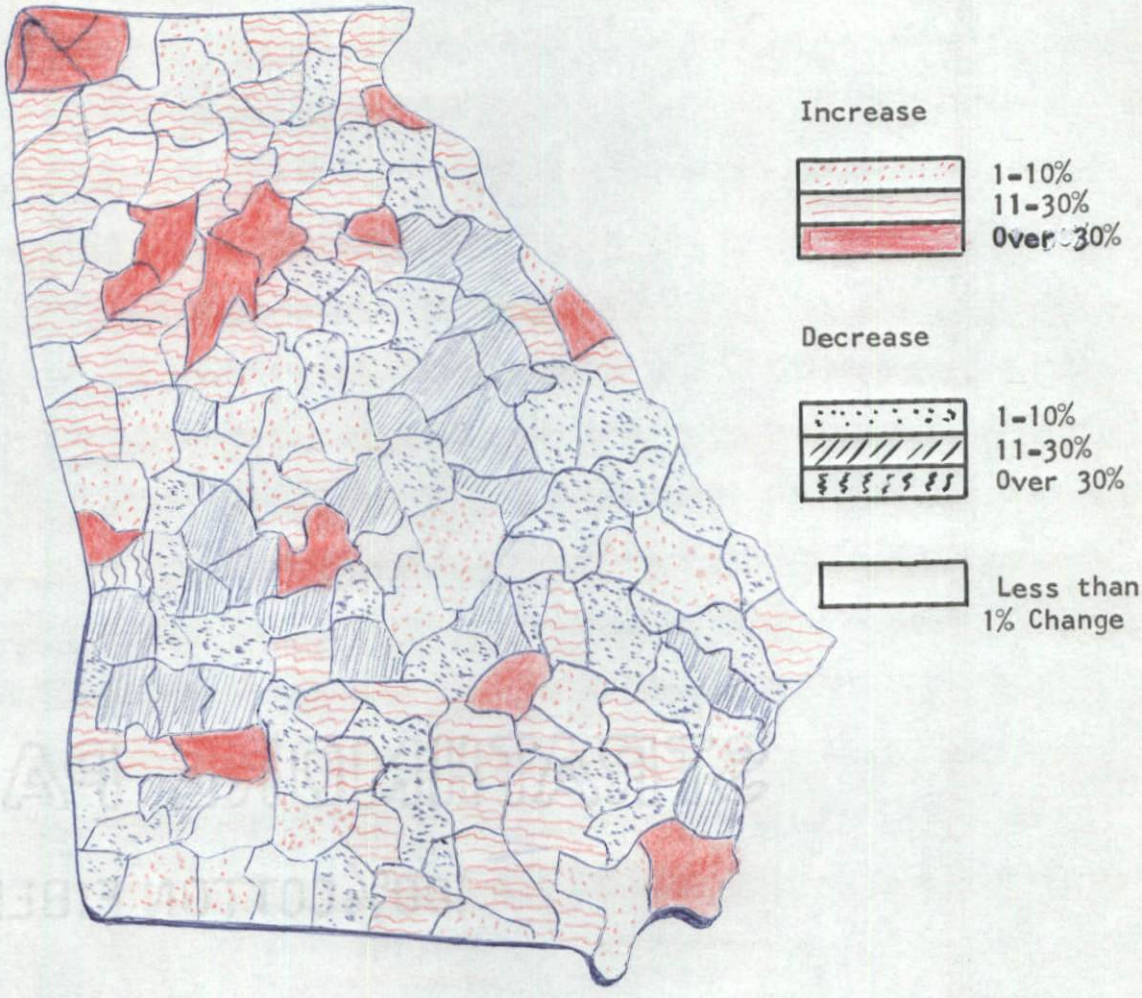

Fig. 1.--Georgia Population Increase and Decrease by Counties -- July 1, 1950 to July 1, 1960*

*Population Figures from Division of Vital Statistics, Georgia Department of Public Health, 1963.

of employment requiring specific training. At the same time the need for unskilled workers is diminishing. Industry must have skilled workers trained in specific jobs.

Technological development has also created a demand for greater numbers of skilled workers to service utilities and appliances that are coming into almost universal use. And, such services as communication, transportation and distribution of goods call for persons with special training.

Comparison of the 1950 and 1960 United States Census of Georgia's civilian employment reveals that the percentage of workers in agricultural occupations decreased 35 percent within those ten years while non-agricultural occupations increased by 44 percent. These census figures show percentage increases in the following groups: skilled and semi-skilled, 50 percent; clerical and sales workers, 67 percent; service workers, 64 percent; professional and managerial workers, 49 percent.

In 1950, Georgia's work force was one-fourth agricultural. By 1960, this had decreased to about one-eighth. Skilled and semi-skilled workers made up 30 percent of the labor force in 1950; clerical, sales and service, 21 percent; professional and managerial, 13 percent; unskilled labor, 13 percent.[5] (See Figure 2.)

Shortage in the Technical Fields requiring Vocational Training extending beyond the High School.--Technical fields of employment are

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[5]Georgia Department of Labor, Farm Labor in Georgia (Atlanta: Georgia Department of Labor, 1963), p. 11.

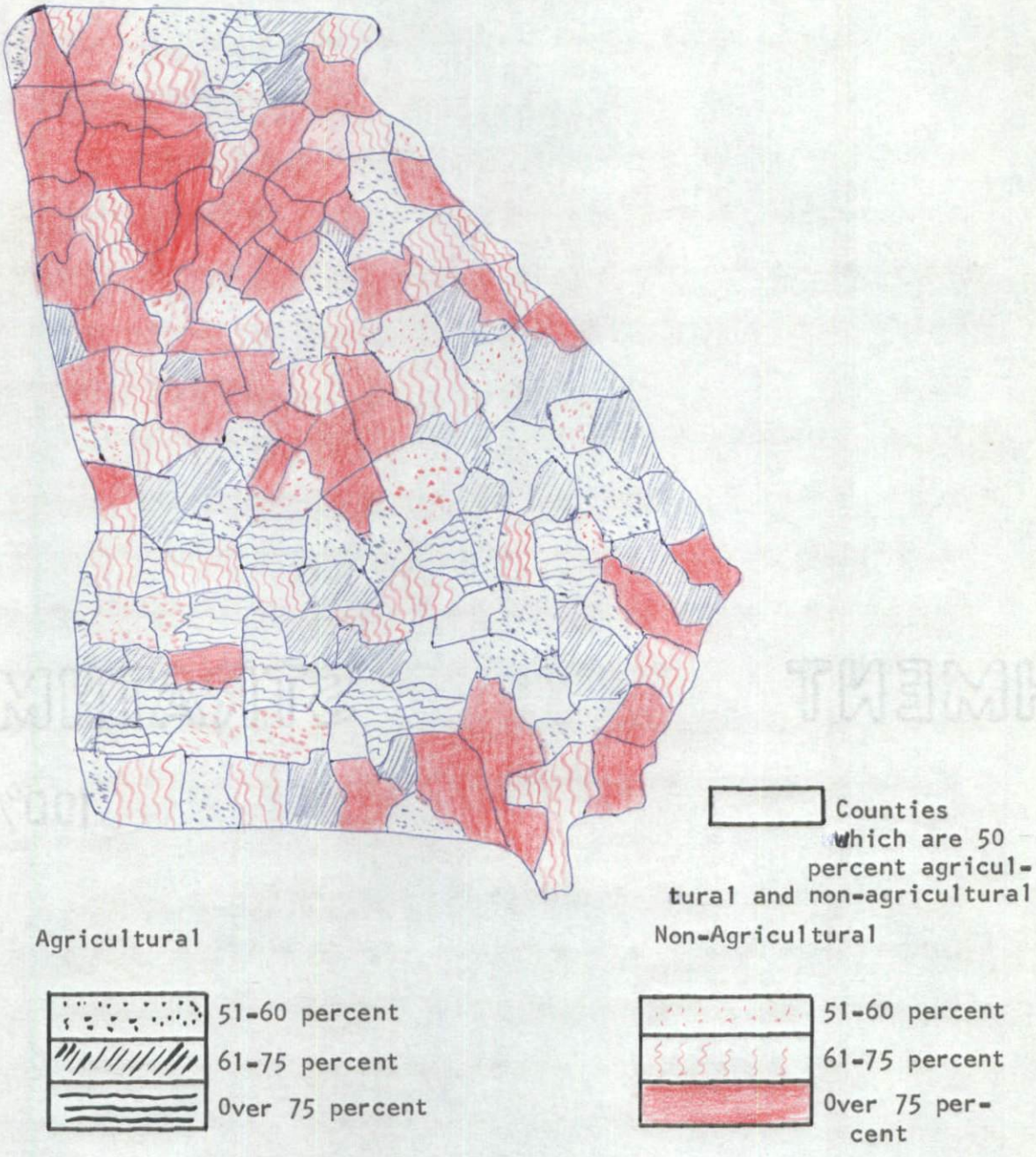

Fig. 2.--Georgia Employment in Agricultural and Non-Agricultural Occupations*

*Georgia Department of Labor, "Farm Labor in Georgia," Atlanta: Georgia Department of Labor, 1960

increasing to such an extent that concentrated efforts are made to extend vocational training beyond the high school level. "A national survey states that for every one scientist or engineer, industry requires five technicians and 101 skilled craftsmen."[6] This would mean that in Georgia's program of vocational education provision must be made, through technical institutes or other types of post high school programs, for the training of special technicians that are required by various types of industry.

The increase in population which places more demands upon all of the State's Educational Facilities.--Georgia's population continues to increase at a substantial rate. Its birth rate has exceeded 100,000 per year for the past four years. "Industrial expansion has attracted a considerable number of workers from other states."[7] In order to meet the demands of increased population, education must continue to expand is school facilities.

The educational framework within which vocational education operated in Georgia and its relationship to the total school problem.--At its beginning, vocational education was looked upon as something extra, something added on but apart from the regular course of instruction in the schools. For this reason its introduction into the educational system, even with the impetus of extra funds from state and federal sources, was slow. Thus, from the beginning, vocational

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[6]C. Kiplinger, "The Need for Skilled Workers," Changing Times, Vol. 32 (December, 1957), 19-21.

[7]Governor's Conference on Education, op. cit., p. 10.

education grew as a result of aggressive promotional activities of those who believed in its benefits.

Through such promotional activities and first rate accomplishments by vocational teachers, most of the communities of the state have profited by the presence of one or more of the "services" of the Division of Vocational Education.

The extent to which vocational education has been accepted as a necessary and desirable part of the educational program varies from school system to school system. Some look upon vocational education as an inferior substitute for "real education," something to occupy the time of those who do not possess the mental capacity to complete an academic curriculum. Others see in the various programs of vocational education a means of providing for all young people the education that is best suited to their needs, their aptitudes and their capacities. The recent book, The American High School Today, by Dr. James B. Conant seems to define the proper relationship between the academic and the applied subject in the high schools.

The controlling purpose of vocational education programs at the high school level is to develop skills for useful employment. These programs relate school work to a specific occupational goal but involve more than training for specific job skills.

"Vocational education is not offered in lieu of general academic education, but grows out of it, supplementing and enhancing it. Vocational education is an integral part of the total education program and requires aptitude that students at the lowest academic level do not have. Slow readers, for example, are not able to benefit from

regular vocational programs."[8]

The attitude of some academic faculty members toward vocational studies is partially the result of activities of those engaged in promoting vocational education. Formerly, the special funds made it possible for vocational teachers to receive larger salaries. Because of certain restrictions and standards set up in the State Plan for Vocational Education, some privileges apparently enjoyed by vocational teachers were not accorded to the "regular teachers." This separateness was reflected in the administration of the State Department of Education and in the state wide organization for supervision. Vocational education is administered by the State Board of Education which sits as the State Board for Vocational Education. Its actions are taken and its minutes recorded as a separate entity.

The situation is further confused by the fact that some of the services in vocational education have the support of special funds from stated federal sources while others do not have such funds. In those school systems where the program of vocational education has been matured under wise leadership and resulted from community study and analysis, the apparent conflicts of interest as between academic and vocational studies have tended to disappear.

Attitudes toward life and ethical judgments play queer tricks with subject matter in secondary school, vocational school and college. Over a half century ago, Thorstein Veblen[9] wrote a scathing chapter

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[8]James B. Conant, The American High School Today (New York: McGraw-Hill Book Company, 1959), p. 123.

[9]Thorstein Veblen, The Theory of the Leisure Class (New York: The Macmillan Company, 1899).

on "The Higher Learning," pointing out that colleges, even high schools, can be leisure class establishments, or, at least, some people can think them so. It will also be wise to give the vocational school this point of view. Surviving belief in the occult, reverence for form, subservience to precedent, admiration of rank and enjoyment of ritual, all play a part in determining the subject matter of a curriculum. A knowledge of the classics, prowess in sports and precision of speech are obvious evidences of participation in school life and therefore tend to make the curriculum an inflexible medium of social satisfaction.

Since Veblen's day, many educational institutions have become responsive to the more "worthy aims" of education and their subject matter has changed to meet the more "worthy aims," or at least the student has a wider choice. The most recent reactions to change in curriculum has been the vocational-technical school. Effort, direction, purpose constitute a moral code, a plan for society, showing that educational policies are also based upon ethical considerations. Each person, for himself, wants the kind of education that will satisfy his particular urge. The urge determines and is determined reciprocally by the individual's scale of values. "Veblen wrote about 'The Higher Learning' before Freud, Jung and Adler wrote about self-realization; before Gill with his weighty sense of responsibility and Cabot with his diverse ideas on what constitute job satisfaction."[10]

What knowledges, what skills, what attitudes will enable the

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[10]Franklin J. Keller, Principles of Vocational Education (Boston: D. C. Heath and Company, 1948), p. 56.

individual to realize himself and at the same time serve society? What must the state provide through its educational system? What should the individual provide for himself, either through his own efforts or through independent, private schools?

The Area Vocational-Technical schools in Georgia are designed to help fill the educational gap which lies between what a student knows when he leaves high school and what he needs to know to get a good job. These schools offer training in technical, skilled labor, business and health occupations. The following courses are now offered in one or more of the schools in Georgia:

Business	Accounting; clerical training; distributive education; punch card accounting; and secretarial science training.
Health	Dental assistant training; dental technology; medical laboratory assistant training; medical office assistant training; and practical nursing.
Skilled	Air conditioning, refrigeration, and heating; architectural drafting; auto body repair; automobile mechanics; aviation mechanics; barbering; brick, tile and stone masonry; carpentry and cabinet making; commercial art; commercial cooking; cosmetology; diesel mechanics; dry cleaning and laundering; electrical appliance servicing; electrical construction and maintenance; electrical drafting; farm equipment mechanics; industrial electricity; industrial power sewing; machine shop; mechanical drafting; office machine repair; photography; plumbing; printing; radio and television repair; shoe repair; small gas engine repair; upholstery; watch repair and welding.
Technical	Chemical technology; civil technology; data processing technology, drafting and design technology; electronic technology; electrical technology; instrumentation technology; mechanical technology; optional technology; and textile science.

Currently, twenty-one area vocational-technical schools are in operation within the state of Georgia drawing students from the entire state. (See Figure 3.)

The Area Vocational-Technical schools are tuition-free to qualified Georgians and serve three major groups:

1. Regularly enrolled 12th grade students who expect to take jobs in industry or business upon graduation from high school. These students take six consecutive hours of vocational instruction in the area school each day. Required academic work for graduation in the feeder high school must have been completed prior to enrollment in the Area Vocational-Technical School.

2. High School graduates and others, 16 years of age or over, who have dropped out of high school and want specific job training. High school dropouts must have been out of high school at least one year before being eligible for admission to the Area Vocational-Technical School. These students take full-time vocational training of six hours per day.

3. Employed adults who want additional job training and adults preparing themselves for employment. If unemployed, these students take full-time vocational training. Part-time training probably in the evening is desirable for those currently employed.

Most students attending the area schools are high school graduates. Applicants must be at least 16 years old. Each applicant is tested for aptitude and is assisted in selecting a program in which he or she shows interest and ability.[11]

Curricular for the Area Vocational-Technical schools are carefully planned by advisory committees in each locale. These committees work with the State Department of Education and representatives of industry, educators and civic groups. Each committee evaluates

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[11]Redding S. Sugg, Jr., Education Beyond the High School in Georgia (Atlanta: Region Metropolitan Planning Commission, 1963), p. 68.

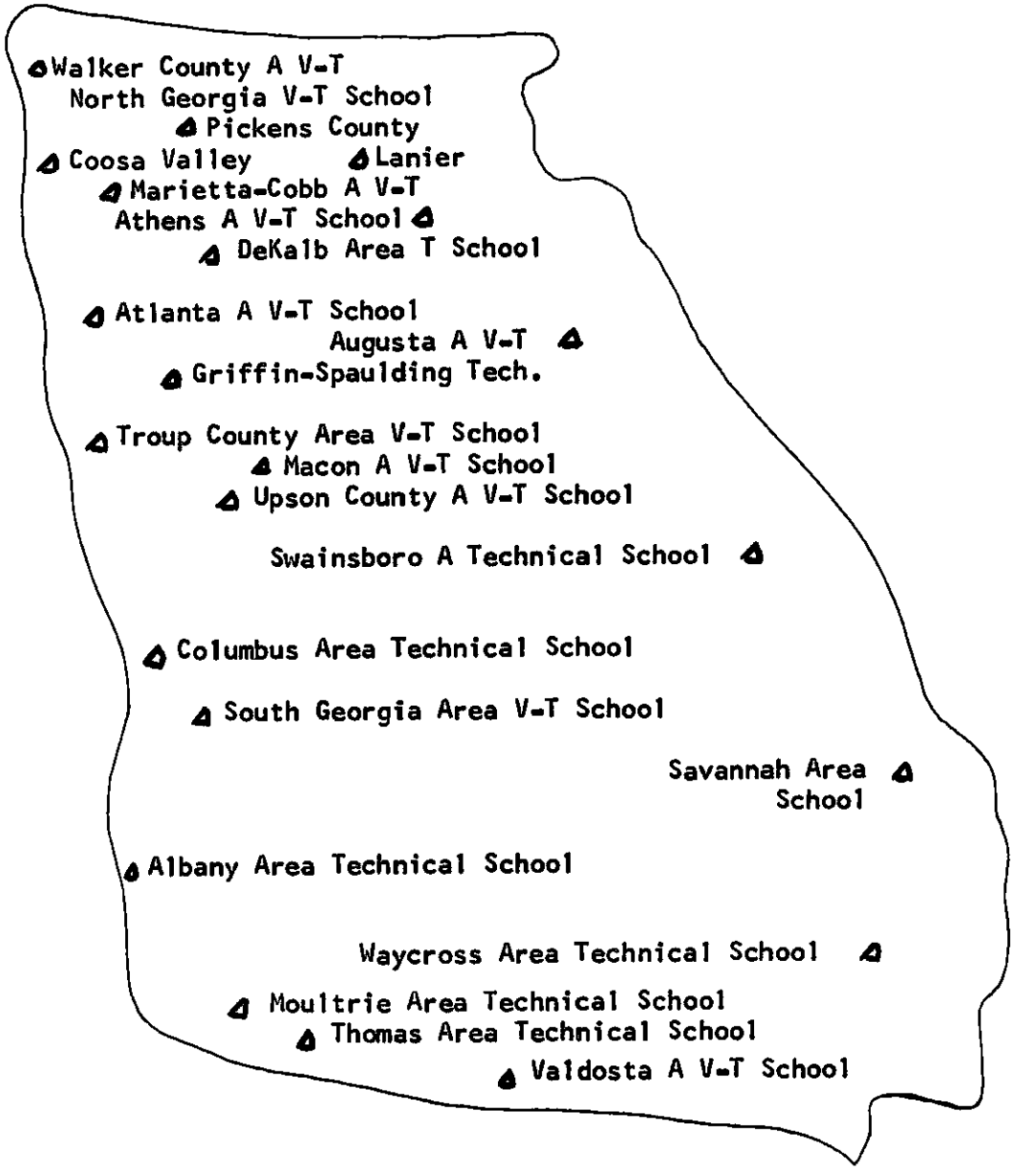

Fig. 3.--Location of Georgia Area Vocational-Technical Schools*

*Directory of Educational Opportunities in Georgia 1966-67: A Guide to Colleges and Vocational-Technical Schools.

economic trends in its geographic area to determine which courses should be offered in the local Vocational-Technical school.[12]

Among the factors that render probable the general adoption of a great system of industrial and technical education are the following: 1) the present difficulty of obtaining skilled labor; 2) the passing of the American frontier; 3) the growing competition between the American and Foreign manufacturers; 4) the dependence of national power upon industrial strength; 5) the general tendency of a civilization to perpetuate what it believes to be most vital in itself, a tendency seemingly exemplified in the value attached by modern society to material well-being with the not impossible crystallization of this point of view in a new type of education.

In order to meet the demand for technicians, currently quite large and becoming progressively greater, a massive effort must be made through the state to change the status image held by young people. It is now firmly fixed on colleges, but many who finish, and perhaps most of the 60 percent who drop out of colleges, would be happier and more successful in technician or skilled type of jobs. Changing the image will require much publicity to parents and intensive counseling with high school pupils. It will help if individuals would work to increase the prestige of such jobs which do command good pay.[13]

Statement of the Problem.--The major concern and purpose of this investigation is: What are the basic values, attitudes, characteristics

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[12]Donald Lodge, The Need for an Area Vocational-Technical Institute of Technology (Macon, Georgia: Georgia Institute of Technology, 1967), p. 22.

[13]John L. Fulmer and Robert E. Green, Georgia Skill Study (Atlanta: Georgia Department of Labor, 1963), p. 3.

and environments of students enrolled in Georgia Area Vocational-Technical Schools?[14]

In Georgia, as elsewhere, there is a need for a reasonably objective analysis of the characteristics of students in vocational schools in terms of their attitudes and values rather than looking at the students as victims of deprivation, as potential delinquents, as incipient rioters or as members of the various categories of "otherness" under which they are usually subsumed.

In view of the above consideration, other concerns of this investigation are:

1. What are the social and background factors of the students including their home and family background?
2. Have the students had any work experiences?
3. Are the work experiences related to the courses that the students are enrolled in at the area vocational-technical schools?
4. What is the educational background of the students including completion of high school, rank in high school and relationship of courses taken in high school to the vocational courses?
5. How is money acquired and housing obtained for attending the area vocational-technical schools?
6. How do the students feel, in general, about the area vocational-technical schools?

Hypothesis.--In view of the foregoing considerations, it may be assumed or hypothesized that, on the average, students enrolled in Georgia Area Vocational-Technical Schools have moderately high

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[14]The Area Vocational-Technical schools should not be confused with the vocational high school. The latter schools provide training in vocations for students in the 10th through 12th grades.

attitudes and values toward their life and goals. Other assumptions are:

1. To the extent that the data were collected from students in teenage and unmarried categories, the majority of the students are from considerably lower social backgrounds.

2. To the extent that income is inadequate for persons of low social backgrounds, the majority of the students have had some work experiences.

3. The work experiences are related to the occupations that the students are training for in the area vocational-technical school.

4. To the extent that social background is a factor in determining educational background, a majority of the students have completed high school with an average rank in comparison to other students, but the high school courses will not be related to the vocational-technical school courses.

5. To the extent that social background determines financial status, the majority of the students are attending school by working their way through, or by their own personal savings or through help from other institutions other than the family.

6. To the extent that the purpose of the vocational-technical schools is to train for skilled occupations, the attitudes toward the school are favorable and the majority of the students are satisfied with the area school program.

DEFINITION OF IMPORTANT TERMS

Attitude.--The concept of attitude has had varied careers among psychologists and sociologists. Norman Cameron regards attitudes as an aspect of reaction. The attitude functions, he says, "as behavioral background which prepares for, supports and prolongs certain responses."[15]

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[15]Norman Cameron, "Perceptual Organization and Behavior Pathology," in R. R. Blake and G. W. Ramsey, (eds), Perception: An Approach to Personality (New York: The Ronald Press, 1951), p. 286.

Kimball Young suggests that an attitude has a certain stability and consistency; it always shows some directionality which is indicated in the like-dislike, approve-disapprove categories; it is learned; it is often related to feeling and emotions; and there is a range of specificity or generality existing.[16] In this investigation, the concept attitude will refer to a readiness to act which implies some kind of stimulating situation, either specific or general.

Vocational Education.--"In its broadest sense, it could mean education preparation to the entering of all occupations, both professional and non-professional, and thus encompass the entire educational process. In its narrowest sense, it could assume the meaning given to the term today in educational literature and refer only to those very precise courses of study found in most schools that prepare students for direct entry into a finite group of skilled occupations."[17] In this investigation the term will be used as described above in its narrowest sense.

Technical Education.--Technical fields of employment are increasing to such an extent that concentrated efforts must be made to extend vocational training into the technical areas. For the purpose of this investigation it will refer to the training of skilled workers to service utilities and appliances that are coming into almost universal use. Also such services as communication, transportation and distribution

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[16]Kimball Young, Social Psychology (New York: Appleton, Century Crofts, Inc., 1956), pp. 77-78.

[17]Samuel M. Bert, Industry and Vocational-Technical Education (New York: McGraw-Hill Book Company, 1967), pp. 8-9.

of goods which call for persons with special technical training are included.

Area Schools.--In July 1958, the State Board of Vocational Education adopted policies for the establishment of Area Schools. The term "area" describes schools which provide training for workers in the industries of a defined geographic area. The adopted policies define four types of area schools:

1. A specialized high school used exclusively or almost so to provide full-time vocational education in preparation for full time work in industry.

2. A department of a high school used exclusively or principally to provide training in at least five different occupational fields to those available for full-time study prior to their entering the labor market.

3. A technical or vocational school providing vocational education predominantly to persons who have completed or left high school and who are able to study on a full-time basis before going to work.

4. A department or division of a junior college, community college or university providing vocational education in at least five different occupational fields, under the supervision of the State Board, leading to immediate employment but not toward a baccalaureate degree.[18]

Theoretical Orientation.--There have been many attitudinal and characteristic studies written in all areas of American life, including Vocational Education. These studies tend to suggest that all students who are enrolled in Vocational Education are socially and economically disadvantaged. Kemp (1966),[19] in an incisive and

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[18]Michael Russo, "Area Vocational Schools," American Education (Washington, D. C.: U. S. Government Printing Office, June, 1966),

[19]Barbara H. Kemp, The Youth We Haven't Served: A Challenge to Vocational Education (Washington, D. C.: U. S. Government Printing Office, 1966), p. 42.

insightful cataloging of the issues and the challenges to vocational education, pointed out that for the socio-economically handicapped youth, the only reliable solution is education and training. To accept Kemp's premise does not imply that the question of what education for which purpose has been resolved satisfactorily. Much of the effort to bring corrective measures to bear on recognized inequities has been straightforward.

There is an abundance of literary evidence to indicate that students enrolled in vocational training constitute the hard core of society, that their mental level is under par and that they are socially, economically and educationally deprived.

Review of Related Literature.--In a study by J. F. VanDerslice concerning the characteristics of technical students, an attempt was made to show the educational, psychological and sociological characteristics of the students. It was found that students enrolled in technical schools had been able to graduate from high school, were definitely above the national average in educational ability and achievement, had an average intelligence level, had completed two years of high school mathematics and science with a "C" average, displayed an active and relatively early interest in the fields that they had entered and were generally from low socio-economic structures; their choice in selecting technical education was influenced by their ability to finance their education; and they were between the ages of 19 and 21.[20]

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[20]J. F. VanDerslice, "Technical Students' Characteristics," Industrial Arts and Vocational Education, Vol. 57 (February, 1968), 82.

A study by Dorothy Silverman,[21] concerning attitudes toward a vocational high school, seeking to explore the relevance of the inferior position of the vocational high school to the self-percepts of its students found that, on the social level, vocational students consider themselves to be very much like students in academic high schools. Prominent exceptions to this resemblance pertain to their mental ability which they term as average and to their desire to pursue vocational studies. The students believed that the academic high school is for the bright student and that the vocational school is for the average student.

Subverting the idealistic principles and burgeoning hopes for vocational education as a contributor to the welfare of the nation and its youthful citizens is the dismal reality in which vocational training is mired presently. The term "dumping ground" is often used by those who decry the low level to which vocational education has been relegated. Studies such as those by Wilson and Keugman[22] and by Wrightstone[23] have shown that the caliber of students in vocational schools and their learning accomplishments are not on a par with those in the academic high school. Other studies indicate that the deficiencies in vocational education derive from the existence of an occupational prestige ladder which sways parents, teachers and children in the

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[21]Dorothy Silverman, "An Evaluation of the Relationship between Attitudes Toward Self and Attitudes Toward A Vocational High School," Journal of Educational Sociology, Vol. 36 (May, 1962), 412.

[22]Frances M. Wilson and Morris Keugman, Studies in Student Personnel (Albany: University of New York, 1951), p. 21.

[23]Wayne J. Wrightstone, Measuring the Effectiveness of Instruction in Vocational Education (Albany; University of New York, 1956), p. 30.

selection of careers, such as The Adolescent Views Himself, by Ruth Strang[24] and Class, Status and Power by Reinhard Bendix and Seymour Lipset.[25]

In a study by Sorenson and Morris,[26] concerned with attitudes and beliefs as sources of vocational preferences, a questionnaire was designed to elicit information about the actual work experience of the sample of urban students and their attitudes and beliefs about the jobs they had held and occupations in general. The results were that attitudes, whether engendered by adequate information, misinformation or fancy undoubtedly play a significant part in the career inclination of the students. With only an inadequate picture of the occupational opportunities of their community, they tend to judge occupations fancifully. In addition, with only a partially-formed self-concept, they do not have a realistic picture of their own suitability for the occupations that attract them. When asked to mark definitions of vocational success both boys and girls seemed to pick the same items in almost the same numbers. In this category boys along with girls chose "enjoying the tasks of the job" as a primary consideration. Not far behind in choice was "earning the respect of one's fellow workers and employers." The statement, "getting promoted on the job," was third in preference for both boys and girls, but somewhat down the

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[24]Ruth Strang, The Adolescent Views Himself (New York: McGraw-Hill Book Company, Inc., 1957), p. 38.

[25]Reinhard Bendix and Seymour Lipset (eds), Class, Status and Power (Glencoe, Illinois: The Free Press, 1953), pp. 411-26.

[26]A. C. Sorenson and Irma E. Morris, "Attitudes and Beliefs as Sources of Vocational Preference," Journal of Educational Research, Vol. 56, No. 1 (September, 1962), 20-27.

list from the two leading choices. Satisfaction on the job shown in their choice of enjoying work tasks and status in the eyes of others were very adult evaluations about what makes a job satisfactory.

The Sorenson and Morris study reveals some apparent differences in attitudes and beliefs, which may be true sex differences between boys and girls, or, more likely, culturally inspired differences or maturation differences. Children by the age of fourteen have learned the roles culture reserves for them and seldom consider occupations beyond the traditional ones. In addition their considerations are limited extremely with only seventy different occupations being mentioned. Girls seemed more limited than boys in occupations; this is likely a result of cultural influence.

However, in their evaluations of success and promotional opportunity, there is no indication of any true sex differences. It might be possible that differences occur because of the differences in social strata from which the sample comes.

In a study by Powell and Bloom[27] which attempted to investigate the development of the vocational plans of adolescents, to determine the objectivity of their choices, to discover the motivational forces operating within vocational outlook and to locate any pattern of problems that is present in this area of adjustment, a questionnaire was administered to approximately one thousand students of varied socio-

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[27]Marvin Powell and Viola Bloom, "Development of and Reasons for Vocational Choices of Adolescents through the High School Years," Journal of Educational Research, Vol. 56, No. 3 (November, 1962), 12.

economic levels which included students in industrial areas and those in upper-class suburban communities.

Although there is a bias in the sampling toward the upper end of the educational scale, the 50 percent of students who expected to enter professional vocations was higher than was expected. There are significant differences between planned and preferred vocations which show a reality orientation of high school youth. This is an adjustment of objectives with personal resources. There is also a lack of reality orientation depicted by the unskilled, semi-skilled or skilled vocations, although 63 percent of the parents had high school education or less. Since most students planned to enter the vocation they preferred, it may be proposed that they did not feel free to speculate concerning the occupation desired or that they did not respond with objective rationality to vocation.

An example to show the importance of vocational education was given by W. F. Whyte,[28] who found that, during the early 1950's, companies hiring college graduates reduced their demand for liberal arts graduates; only a small minority of those surveyed said that they would prefer a liberal arts graduate to a specialized one. Thus, although liberal arts programs have more students than ever before and although many applied programs require liberal arts training of their students, two out of three Bachelor of Arts degrees are outside the liberal arts and four out of five of them are entirely vocational in nature.

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[28]William F. Whyte, Jr., The Organization Man (New York: Simon and Schuster, 1956), p. 102.

These studies relate to the present study in that they give an analysis of some of the basic attitudes, values and characteristics of students enrolled in vocational education.

Methodology.--This is not a study of all students enrolled in Georgia Area Vocational-Technical Schools; it is only a representative sample. Because of the nature of the Vocational-Technical Schools, individuals used in the study are between the ages of 16 and 30 years and preparing for skilled occupations and trades which are offered in the Georgia schools.

The data used in the investigation were acquired from Dr. Tilman C. Cothran, Chairman of the Department of Sociology at Atlanta University, who received the data from Dr. James E. Bottoms, Chairman of the Georgia State Board of Vocational Education, Atlanta, Georgia.

The study used as respondents 1,678 full-time students enrolled in Georgia Area Vocational-Technical Schools in December 1966, which represents a ten percent stratified random sample of the total number of students enrolled.

The method used in gathering data was a structured questionnaire which represented such factors as personal data, home and family background, work experience, educational background, financial and housing information and general information concerned primarily with the attitude of the students toward the area vocational-technical school.

Every attempt was made to obtain as representative a sample as resources would permit. The relative completeness of questionnaires was an indication that students had very little difficulty in interpreting the questions.

Confidence in the representative nature of the sample is supported by the fact that the sample is stratified according to areas, which means that no area vocational-technical school has a higher percentage of respondents than another. The sex composition of the sample favored males, who comprised sixty-five percent of the total. About 81 percent of the students in the sample were between 16 and 21 years of age; over 70 percent of the students were single.

The procedures used in the analysis of data involve computing the means for each of the questions on all the variables which were summarized by descriptive statistics and profiles of the characteristics of the students enrolled in Georgia Area Vocational-Technical Schools in December 1966. For the purpose of developing the characteristics of the students to determine their attitudes, average percentages were used.

CHAPTER II

SOCIAL CHARACTERISTICS

This section treats some of the major social characteristics of the 1,678 students comprising the study group, particularly in terms of personal data, home and family background and work experience.

Personal Data

Age.--In the question relating to age, 37 percent of the students were between 16 and 18 years of age, 44 percent of the sample were between 19 and 22 years of age while the remaining 19 percent were 22 years of age or over. Table 1 gives an analysis of the age breakdown of the sample.

TABLE 1

AGE OF STUDENTS ENROLLED IN GEORGIA AREA VOCATIONAL-TECHNICAL SCHOOLS

Age of Students	Number of Students	Percentage
16 - 18	621	37
19 - 21	739	44
22 - 24	84	5
25 - 27	50	3
28 - 30	50	3
30 or over	134	8
Total	1,678	100

Sex.--In response to the question pertaining to sex, the study favored males with 1,091 males to 570 females, 65 and 34 percent, respectively (see Figure 4). It was reported in an article concerning Georgia's Progress in Vocational-Technical education that "because of the nature of the Georgia Area Vocational-Technical Schools in preparing for skilled trades and vocational occupations, the majority of the students enrolled in the Vocational-Technical schools were males."[29]

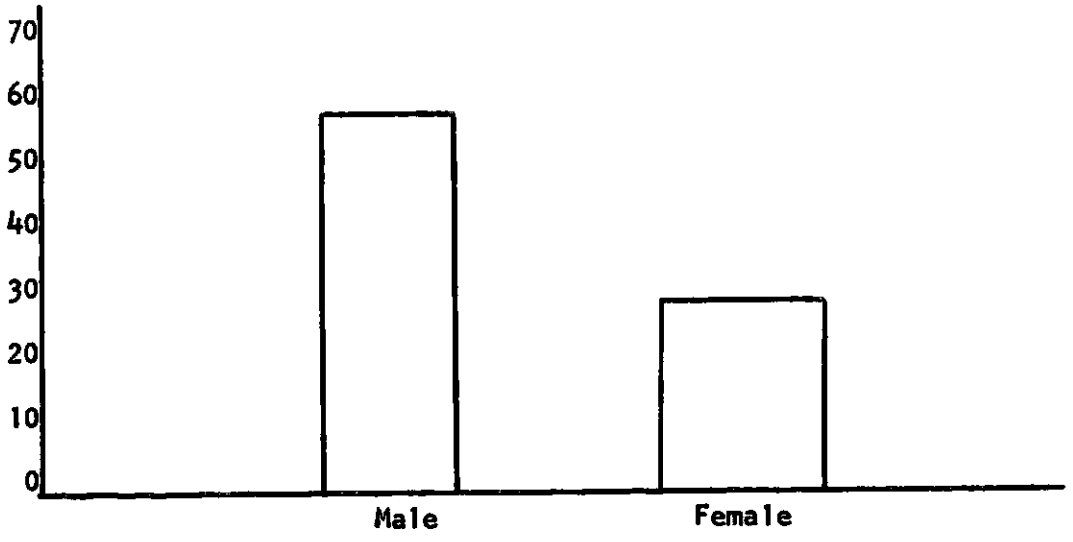

Fig. 4.--Sex of Students

It is important to note that correlation exists between this descriptive study and other studies in regard to the sex of students enrolled in Georgia Area Vocational-Technical schools.

Marital Status.--In response to the question relating to marital status, a very high percentage (72) of the students were single; 20

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[29]"Georgia's Progress in Vocational-Technical Education," American School and University, Vol. 9 (Summer, 1964), 46.

percent were married. Other categories were also used to denote marital status such as divorced, separated or engaged, with a very small percentage of the sample falling into each of these categories. Table 2 gives an analysis of percents and numbers of the students falling into each of these categories.

TABLE 2

MARITAL STATUS OF STUDENTS IN GEORGIA AREA VOCATIONAL-TECHNICAL SCHOOLS

Marital Status	Number of Students	Percentage
Single	1,208	72
Married	335	20
Divorced	17	1
Separated	17	1
Engaged	84	5
No Response	17	1
Total	1,678	100

Military Status.--In responding to the question, "Are you a Veteran?", the majority answered "no," (1,443). This represents 86 percent of the sample; 168 students (10 percent) answered "yes" and 67 students (4 percent) did not respond to the question at all. The large percentage of no's suggests that the majority of the male students still have their military obligations before them. This is probably due to the age of the students enrolled in the Georgia Area Vocational-Technical Schools as shown in Table 1 (see Table 3).

TABLE 3

MILITARY STATUS OF STUDENTS IN GEORGIA AREA VOCATIONAL-TECHNICAL SCHOOLS

Are You a Veteran?	Number of Students	Percentage
Yes	168	10
No	1,443	86
No Response	67	4
Total	1,678	100

Home and Family Background

Residence.--In relationship to home and family background, questions were asked concerning where the individual lived while attending high school, one question was, "Did you live on a farm while attending high school?" The majority (1,191) of the students answered "no." This represents 71 percent of the sample; 453 students (27 percent) of the students answered "yes"; 33 students (2 percent) of the sample did not respond (see Table 4). This information can be related to the Urban population centers around which the Georgia Area Vocational-Technical Schools are set up. "The urban population movement has placed a high concentration of population in centers around Atlanta, Macon, Columbus, Augusta, Savannah and Rome.[30] (See Figure 1).

What is the size of the town in which you attended high school? Table 5 represents an anlysis in relating to size of town. The majority of the students attended high school in towns with at least 20,000

[30] Op. cit., Yearbook of Vital Statistics.

TABLE 4

FARM RESIDENCE WHILE ATTENDING HIGH SCHOOL

Did students live on farm while in high school?	Number	Percentage
Yes	453	27
No	1,191	71
No Response	34	2
Total	1,678	100

people but less than 50,000 people.

When asked "Where are you living now?" fifty-five percent of the respondents reported residences with parents or guardians, while the remaining 45 percent reported living under the following living arrangements: 6 percent with relatives other than parents; 11 percent in a house that they own; 6 percent in a house they rent; 6 percent in an apartment they rent; 5 percent in a room they rent in a private home; 4 percent in a room or housing owned and operated by the school; and only 1 percent with their primary families. Figure 5 gives an analysis of living arrangements.

Occupations.--In terms of head of household's employment patterns, it was found that a higher percentage of the respondents' household heads were employed in lower and medium status occupations. Seventy-two percent of the parents were employed in lower and medium status occupations compared to 17 percent employed in higher status occupations (see Figure 6). The responses to this question were

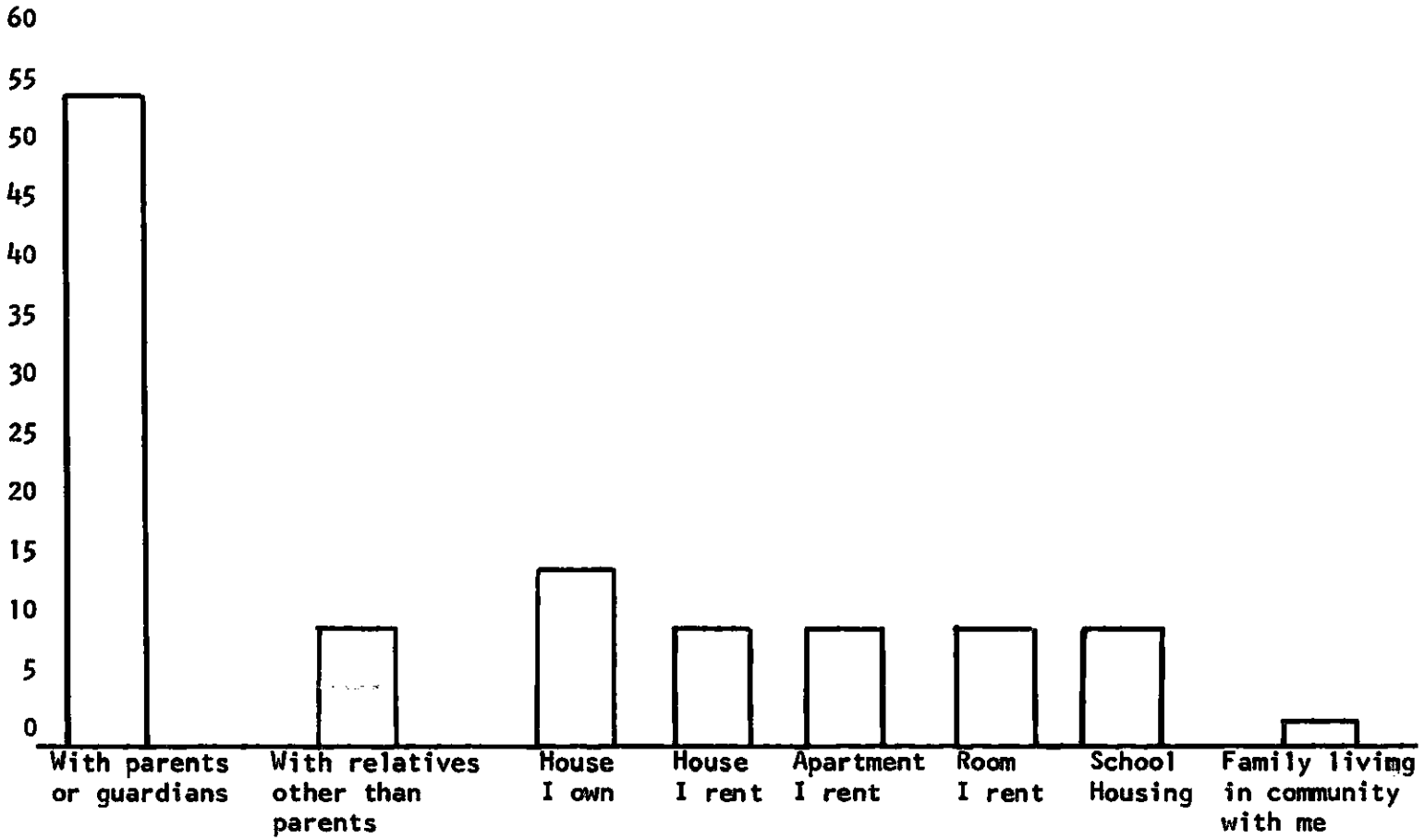

Fig. 5.--Residence of Students

TABLE 5

SIZE OF TOWN IN WHICH STUDENTS ATTENDED HIGH SCHOOL

Size of Town	Number of Students	Percentage
Less than 1,000 people	151	9
At least 1,000 but less than 5,000	386	23
At least 5,000 but less than 10,000	285	17
At least 10,000 but less than 20,000	201	12
At least 20,000 but less than 50,000	470	28
No Response	185	11
Total	1,678	100

divided into three categories in terms of the classification of jobs by the United States Department of Labor.[31] The categories are lower status occupations in the most general sense including farmers and farm workers, unskilled workers, service workers and semi-skilled workers; medium status occupations including skilled workers, clerical and sales (other than sales managers or administrators); and occupations of a higher status including proprietors, managers and professionals.

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[31]United States Department of Labor, op. cit.

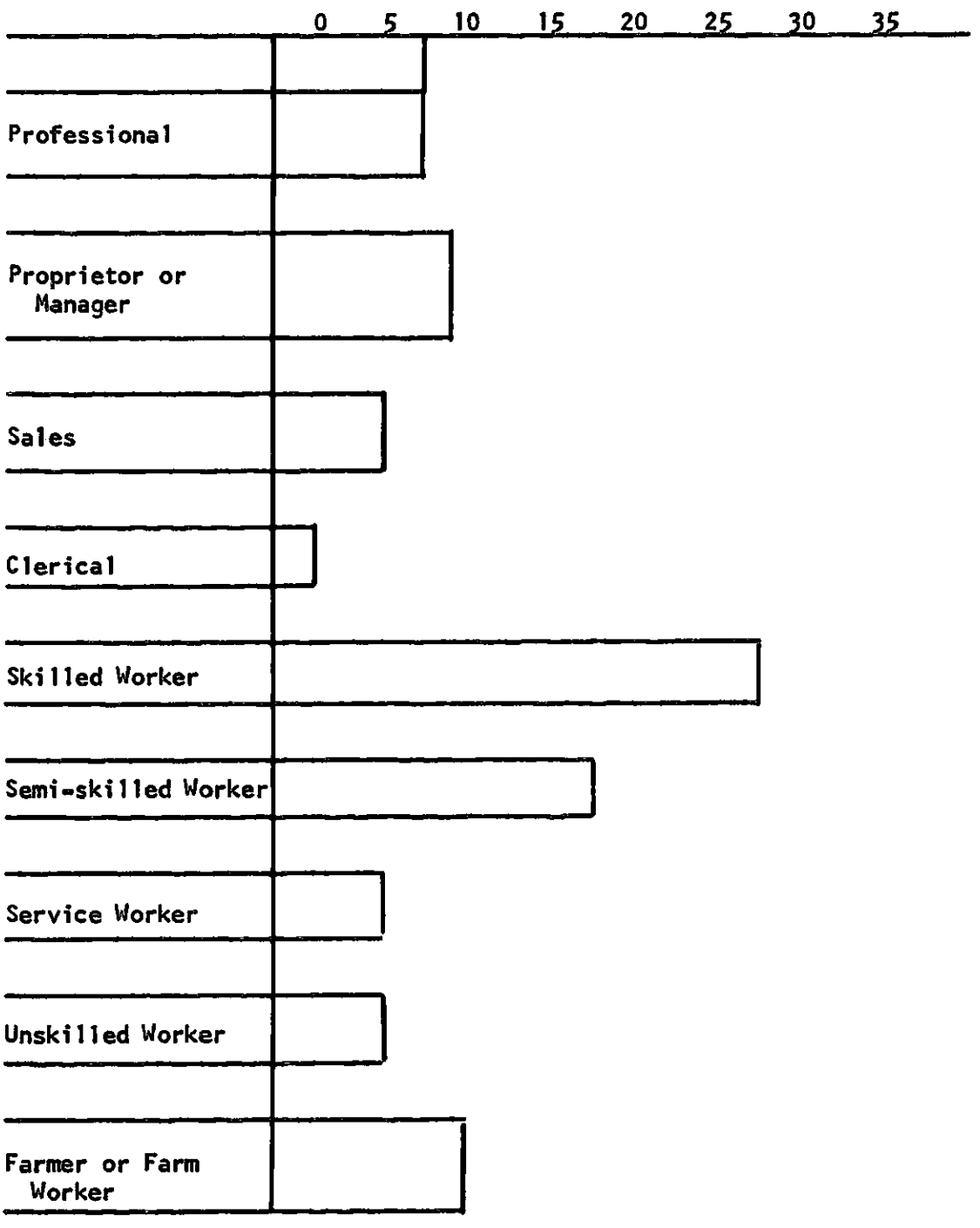

Fig. 6.--Occupations of the Head of Household of Students

Educational Level.--Table 6 shows the analysis of questions relating to the educational level of the father or male guardian and the mother or female guardian. It was found that a higher percentage of the responding students' mothers than fathers were high school graduates or had had some high school--31 percent versus 19 percent. The data further suggest that for both father or male guardian and mother or female guardian a very low percentage had had some college work and an even lower percentage had had some vocational or technical training.

TABLE 6

EDUCATIONAL LEVEL OF PARENTS OR GUARDIANS OF STUDENTS

Level of Education	Father or Male Guardian		Mother or Female Guardian	
	Number	Percentage	Number	Percentage
Elementary School	554	33	369	22
Some High School	520	31	554	33
High School Graduate	319	19	520	31
Vocational-Technical School	34	2	17	1
Some College	117	7	117	7
Other	50	3	34	2
No Response	34	2	50	3

When the students were asked if they knew any persons who were working in the occupations that they were studying, the majority of the respondents answered "friends" over parents, relatives, brothers or sisters. This suggests that friends had a great influence upon the respondents in selecting an occupation. (see Table 7).

TABLE 7

PERSONS WORKING IN THE OCCUPATIONS THE STUDENTS ARE STUDYING

Persons	Number	Percentage
Parents	117	7
Relatives	319	19
Brothers	50	3
Sisters	50	3
Other Adults	117	7
Friends	605	36
No Response	420	25
Total	1,678	100

Work Experience

This section of the study treats some of the work experiences of the respondents. Usually, wherever you find youth coming from homes with parental education below the high school level and engaged in semi-skilled and unskilled occupations some work experience has occurred among a high percentage of these individuals. This is shown in the question which asked the students the number of previous full-time or part-time jobs they had held. The percentage of no full-time jobs held was 36 compared to 21 percent of no previous part-time jobs held (see Figure 7).

In terms of part-time or full-time jobs related to the courses the respondents were currently taking at the Area Vocational-Technical

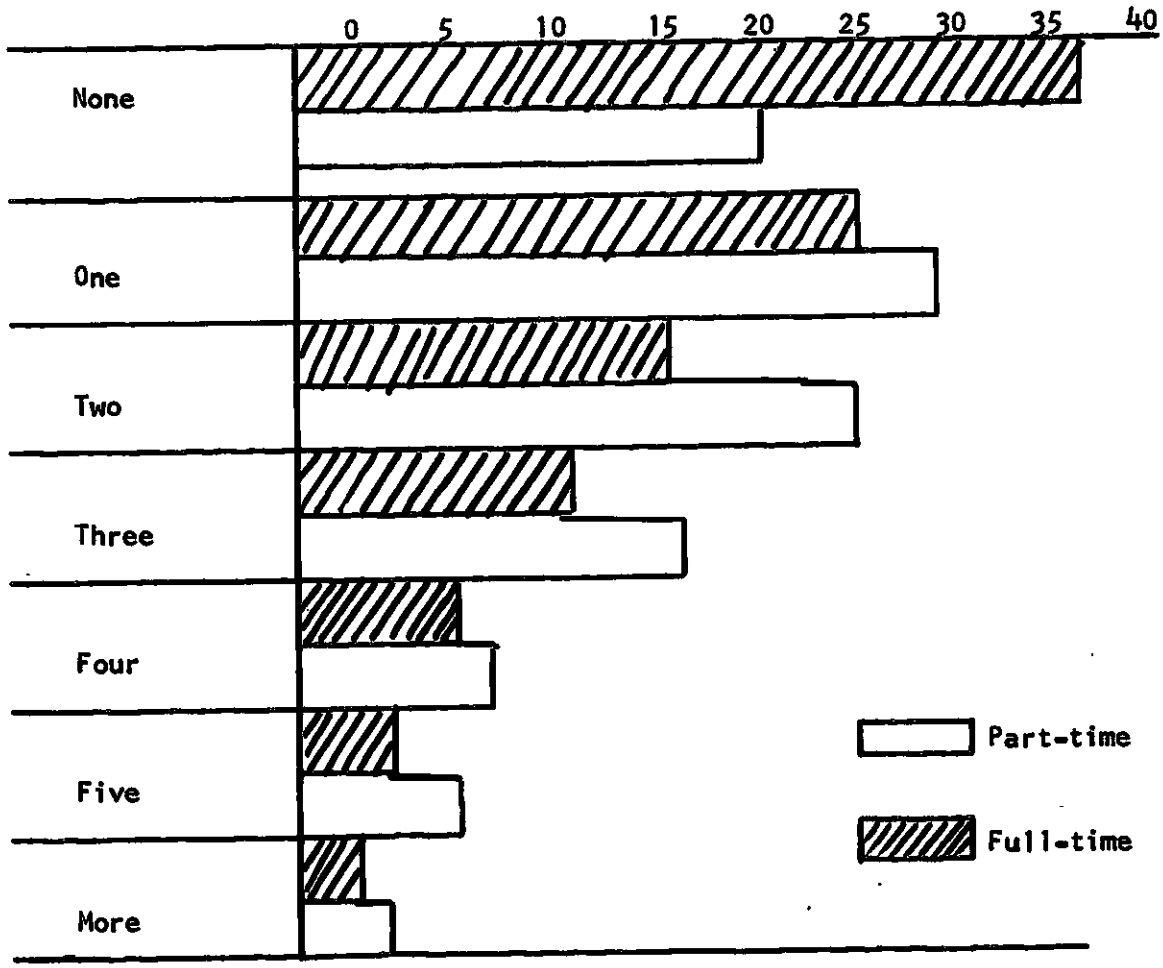

Fig. 7.--Number of Previous Full-time and Part-time Jobs Held

school, a total of 1,225 students (75 percent) did not hold such jobs; 420 students (25 percent) of the sample had held a previous job, whether full or part-time.

When asked the question, "Are you currently employed?", 50 percent of the respondents were employed in either full-time or part-time positions, but only 15 percent of the sample were employed in

jobs relating to the course they were enrolled in. An interesting correlation exists in responses to questions concerning employment. Two hundred and fifty-two students (15 percent of the sample) were employed currently in full-time positions that were related to the courses they were enrolled in. Table 8 gives an analysis of the students currently employed.

In an article by J. L. Feirer,[32] concerned with work experiences of vocational students, it was found that because of the nature of the vocational education program, it is necessary for the students to have on-the-job training. This theory is also supported by the United States Department of Health, Education and Welfare, especially in terms of Distributive Education. "In Distributive Education programs, instructions are combined with actual job experience and are developed in cooperation with the business community. Students must be employed part-time in order to qualify for training in distributive occupations."[33]

When the students were asked how many hours a week they worked, 13 percent worked at least 40 hours a week, 12 percent worked at least 20 hours but less than 30 hours a week and 20 percent stated that they worked less than 20 hours a week. Table 9 gives an analysis of the total hours per week worked by the respondents.

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[32]J. L. Feirer, "Needed Work Experience for Vocational Students," Industrial Arts and Vocational Education, Vol. 58 (February, 1969), 23.

[33]United States Department of Health, Education and Welfare, Annual Reports of the State Boards for Vocational Education to Office of Education 1963, (Washington, D. C.: Government Printing Office, 1963), p. 38.

TABLE 8

NUMBER OF STUDENTS CURRENTLY EMPLOYED AND WORKING IN JOBS RELATED TO COURSES ENROLLED IN

Students Currently Employed	Number	Percentage	Students Employed in Jobs Related to Course	Number	Percentage
Yes, full-time	252	15	Yes	252	15
Yes, part-time	587	35	No	889	53
No	789	47			
No response	50	3	No response	537	32
Total	1,678	100		1,678	100

TABLE 9

NUMBER OF HOURS WORKED PER WEEK FOR STUDENTS

Hours Worked per Week	Number of Students	Percentage
Less than 10 hours a week	168	10
At least 10 but less than 20 hours a week	168	10
At least 20 but less than 30 hours a week	201	12
At least 30 but less than 40 hours a week	101	6
At least 40 hours a week	218	13
No response	882	49
Total	1,678	100

In reference to Table 9, a large percentage of the students failed to respond to the question, which could possibly suggest that a large percentage of students enrolled in Georgia Area Vocational-Technical Schools are not working.

When asked "How much do you make a week on your job?", it is interesting to note that 15 percent of the sample or 252 students responded to making less than $20 a week and 12 percent made at least $30 a week but less than $50 a week. This shows an adequate correlation of the data because of the high percentage of the students who are employed in part-time jobs (see Table 8). These data also show that only 4 percent of the sample made at least $100 a week (see Table 10).

TABLE 10

SALARY PER WEEK OF STUDENTS

Salary	Number	Percentage
Less than $20 a week	252	15
At least $20 but less than $30 a week	168	10
At least $30 but less than $50 a week	201	12
At least $50 but less than $100 a week	185	11
At least $100 a week	67	4
No response	805	48
Total	1,678	100

CHAPTER III

EDUCATIONAL, FINANCIAL AND HOUSING BACKGROUND

Educational Background.--Commonly assumed but frequently questioned, is the notion that Vocational-Technical School youth have low attitudinal levels in terms of educational orientation. Several studies have focused on the educational levels most appropriate for students enrolled in various kinds of vocational training institutions. Most of the students would tend to suggest that the educational level most appropriate for students depends upon the area of training that the students are interested in.

It was reported by the Department of Health, Education and Welfare that over 75 percent of students enrolled in Vocational-Technical Schools across the country were high school graduates.[34] The major implications of this study correlate with other studies on vocational education; first, that the majority of students are high school graduates, and second, that students usually enter vocational-technical schools from one to four years after high school graduation.

When asked "How many years has it been since you graduated or left high school?", 53 percent of the respondents answered one year

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[34] Ibid., p. 5.

or less whereas only 4 percent stated that they had left high school 20 years or more. Table 11 gives an anlysis of the number of years since the students left high school.

TABLE 11

HOW LONG SINCE STUDENTS LEFT OR GRADUATED FROM HIGH SCHOOL

Number of Years	Number of Students	Percentage
1 year or less	889	53
2-4 years	470	28
5-9 years	117	7
10-14 years	84	5
15-19 years	34	2
20 years or more	67	4
No response	17	1
Total	1,678	100

A large majority of the students considered enrolling in the Area Vocational-Technical School while they were in high school. Forty-two percent of the students considered enrolling in the Vocational-Technical School while they were in their senior year in high school; 8 percent were in their junior year; 2 percent were in their sophomore year; and one percent was in their freshman year or earlier; only 29 percent considered enrolling in the Vocational-Technical School after they left high school.

The Level of Education completed showed 92 percent of the sample (1,535 students) had completed high school; 8 percent of the sample

did not complete high school; 8 percent of the sample had had some vocational training; and only 117 students had completed college. An analysis of completion of high school is shown in Table 12.

TABLE 12

LEVEL OF EDUCATION COMPLETED

High School			College or Vocational School		
	Number	Per Cent		Number	Per Cent
Did not complete high school	134	8	Had some vocational school	124	8
Completed high school	1,535	92	College	117	7
			No response	252	15

Vocational-Technical School Curriculum.--A great deal of research in secondary education indicated a continuing interest in curriculum development. These descriptive efforts report the needs, problems and values of local communities. Curriculum development research has had a considerable influence in shaping and directing the curriculum in vocational, technical and practical arts education.[35]

In analyzing socio-economic trends to aid curriculum planning, Beam (1961) found that local requirements were important and needed to be considered by curriculum developers. The recent non-research literature in vocational and technical education, however, has emphasized the

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[35]Lloyd J. Phipps and Rupert N. Evans, "Curriculum Development," Review of Educational Research, Vol. 38, No. 4 (October, 1968), 367.

importance of regional, national and international social and economic trends in curriculum development. Vocational Education may often be influenced unduly by local needs and trends, but Beam's study indicated that local needs and trends cannot be ignored completely.[36]

This particular part of the study analyzes the high school courses completed by the students enrolled in the Georgia Area Vocational-Technical Schools and the number of years the students were enrolled in the course. Within the high school curriculum the least amount of courses taken included Foreign Languages; Vocational Agriculture; Industrial Arts which included drafting, woods, metals, electricity, graphic arts and power mechanics; Diversified Cooperative Training and Homemaking, while the courses taken most included Mathematics, English, General Science, Social Science and Business Education which included typing, shorthand and office practices; and Vocational Office Practices. These data would tend to suggest that the high schools that the students attended were not in any way directed toward a vocational, technical or practical arts curriculum, but rather toward a general education curriculum. Table 13 gives an analysis of the courses taken in high school.

High School Rank of Students.--In an attempt to assess the Vocational-Technical Schools, questions were used concerning the number of students who were graduated from high school with the respondents; where did the respondents rank in grades; and how hard was the work in high school as compared to the vocational-technical school training

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[36]Homer E. Beam, "An Analysis of Socio-economic Trends as an Aid to Program Planning in Vocational Agriculture in North Carolina," Dissertation Abstracts, Vol. 22, No. 8, Chapel Hill: University of North Carolina Press, (1962), p. 282.

TABLE 13

COURSES COMPLETED IN HIGH SCHOOL BY STUDENTS

Courses Completed	Percent of Respondents Who Answered							Totals
	None	One	Two	Three	Four	More	No Response	
Math. (including General Math, Algebra, etc.)	2	7	24	33	28	4	2	100
English (including Literature)	4	5	6	11	67	8	2	100
Social Science (including History, civics, Geography)	5	6	15	36	30	6	2	100
Foreign Language	60	21	13	1	1	0	4	100
Vocational Agriculture	64	8	6	5	10	1	6	100
Industrial Arts (including drafting, woods, metals, electricity, graphic arts and power mechanics)	54	17	10	8	5	1	5	100
Diversified Cooperative Training	83	5	3	1	0	0	8	100
Homemaking	58	12	13	7	4	0	6	100
Business Education (including typing, shorthand, office practice and Vocational Office Training	31	35	20	6	3	1	4	100

program.

In response to the question, "How many students were in your grade who graduated with you?", at least 50 but less than 300 were cited more frequently. (See Table 14.) These were followed in frequency by less than 50, at least 300 but less than 500 and finally at least 500. These data suggest that a higher percentage of the respondents were from relatively small high schools.

TABLE 14

NUMBER OF STUDENTS WHO GRADUATED WITH RESPONDENTS

Number of Students	Number	Percentage
Less than 50	268	16
At least 50 but less than 100	286	23
At least 100 but less than 300	537	32
At least 300 but less than 500	185	11
At least 500	85	5
No Response	218	13
Total	1,678	100

In responses to questions concerning the rank of students in grades, the data suggest that students have a relatively high to moderate attitude toward education and success orientation, and suggest a high level of personal values among the respondents; 15 percent indicated that their rank was in the top quarter of high school graduates; 34 percent were in the second quarter of high school graduates; 31

percent were in the third quarter of high school graduates; while only 4 percent were in the bottom quarter of the school graduates (see Table 15).

TABLE 15

RANK IN GRADES OF STUDENTS

Rank in Grades	Number of Students	Percentage
Top Quarter of High School Graduates	252	15
Second Quarter of High School Graduates	571	34
Third Quarter of High School Graduates	520	31
Bottom Quarter of High School Graduates	67	4
Graduated by taking a Correspondence Course or G.E.D. Test so I can't say	50	3
No Response	218	13
Total	1,678	100

The majority of the students had been enrolled in the Area Vocational-Technical School for one trimester. This represented 1,040 students (62 percent) while only 2 percent of the sample had been in the vocational-technical school longer than six trimesters; 10 percent had been enrolled at least 2 trimesters; 4 percent for 3 trimesters; 15 percent for 4 trimesters; 4 percent for 5 trimesters; and 1 percent for 6 trimesters. "The length of time spent in training for

occupations would depend upon the nature of the occupations being trained for, which would make it necessary for some students to spend more time in vocational-technical schools than others."[37]

The areas of training that the students are enrolled in are Skilled Trade, Health Occupations, Office Occupations and Technical Occupations, Skilled Trade and Industrial Education in Georgia serve both high school and adult groups. It is designed for persons over 14 years of age who are either still in school or who have left school. They may be employed, unemployed, underemployed or preparing for first-time employment. Programs cover countless trade and industrial occupational categories and train people for skilled or semi-skilled work relating to design, production, processing, assembly, maintenance and repair of machinery, appliances, craft products and the like.[38] Within the sample, 38 percent of the respondents were enrolled in Skilled Trade and Industrial occupations.

Health Occupations include the general area of study with practical nurse education in preparation for licensing; medical, dental and operating room technologies; and training for other types of assistants for the health fields. Programs of practical nursing are usually one year in duration and are carried out in cooperation with hospitals or other health agencies in local communities. Programs of training for other health occupations range from a few weeks to two years in length,

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[37]Governor's Conference on Education, op. cit., p. 16.

[38]United States Department of Health, Education and Welfare, op. cit., p. 36.

depending upon the nature of the occupation. These programs make use of medical, dental or other laboratory facilities when appropriate.[39] Only 8 percent of the sample of students used in the study were enrolled in training relating to health occupations.

Office Occupations provide for the students any one of three objectives: (1) Vocational skills and knowledge for beginning workers in office occupations; (2) personal proficiency in the use of one or more office skills and non-vocational personal needs; or (3) social-economic for a better understanding of the American system of office practices.[40] Eighteen percent of the respondents used in this investigation were enrolled in training for office occupations.

Technical Occupations include programs to train highly skilled technicians in occupations necessary for the national defense. Programs are of two types: (1) Preparatory curriculums which qualify youth and adults for entrance into recognized technical occupations; and (2) extension courses which provide opportunities for persons employed in technical occupations to keep pace with technological developments. Occupational fields for which training is offered in Georgia include data processing, and computer programming; electronics, instrumentation, aeronautics; chemical, civil, electrical and mechanical design and production technologies.[41] Of the 1,678 students used

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[39] Ibid., p. 48.

[40] Ibid., p. 53.

[41] Ibid., p. 44.

in the sample, 520 were enrolled in Technical Occupations.

Four percent of the sample were training in other fields or occupations. These fields include Vocational Agriculture, Distributive Education and Homemaking Education (see Table 16).

TABLE 16

AREA OF TRAINING STUDENTS ARE ENROLLED

Area of Training	Number of Students	Percentage
Skilled Trade	638	38
Health Occupation	134	8
Office Occupation	302	18
Technical Occupation	520	31
Others	67	4
No Response	17	1
Total	1,678	100

The students were asked to rate high school subjects on the basis of whether they have been most helpful, very helpful, somewhat helpful or least helpful to them at the Area Vocational-Technical School (see Table 17). Within the high school curriculum, a larger percentage of the sample thought that General Mathematics had been a more helpful subject than was any of the other subjects; Algebra I was listed as very helpful, General Science as somewhat helpful and Biology as the least helpful.

A question was asked concerning those individuals who had quit high school before graduation to determine why they had quit school.

TABLE 17

RATING OF HIGH SCHOOL COURSES IN RELATION TO VOCATIONAL-TECHNICAL SCHOOLS

High School Courses	Percent of Respondents Expressing Most Helpful	Very Helpful	Somewhat Helpful	Least Helpful
General Math.	24	11	11	1
Business Math.	5	5	5	2
Algebra I	8	10	8	5
Algebra II	7	7	4	1
Geometry	2	5	5	2
Advanced Algebra Trig.	3	1	1	1
Anal. Geom. Calculus	1	1	1	1
Industrial Arts	3	3	5	2
Mech. Drawing I	3	4	4	3
Mech. Drawing II	1	1	1	0
General Science	4	9	10	8
Chemistry	1	3	3	6
Biology	7	4	3	24
Physics	2	3	2	1
Typing I	4	5	3	16
Typing II	3	3	2	1
Bookkeeping	4	2	3	4
Accounting	1	1	1	1
Shorthand I	2	2	2	4
Shorthand II	2	1	1	1
No Response	13	19	25	16
Total Percentage	100	100	100	100

A very large percentage of the respondents did not respond to the question because of the high percentage who had graduated from high school (see Table 12). Concerning reasons for quitting high school, 50 students (3 percent of the sample) stated that high school subjects were not interesting to them; another 3 percent of the sample responded that "I had to quit in order to earn money"; 34 students (2 percent) said they ran into arguments with teachers or other school officials and thus they quit; 1 percent of the sample (17 students) said they quit school because their grades were too low, while another 1 percent of the sample said that they had quit school for health reasons; 84 students (5 percent) said that they quit school for various reasons other than those previously mentioned.

Financial and Housing Background.--An analysis of financial and housing background will be used to show the socio-economic background of students preparing for schooling and housing while enrolled in the Georgia Area Vocational-Technical Schools. The question asked was: "How are you paying your way through school?" Responses to this question would suggest that even though the majority of students have had work experiences, they are, as far as their school is concerned, still relying on their parents for financial support. Six hundred and eighty-eight students (44 percent) stated that their parents are paying their way through the Area Vocational-Technical School; only 352 students (21 percent) are paying their way through with their own personal savings; and 18 percent are working their way through. Other sources of educational means are: The Manpower Development and Training Act, Vocational Rehabilitation Division Work Study and borrowed money.

Table 18 shows the analysis of the ways that students are paying their way through school.

TABLE 18

WAYS FOR PAYING FOR SCHOOLING

Ways of Paying	Number of Students	Percentage
Your Personal Savings	352	21
Your parents are paying your way	488	41
The Manpower Development Training Act	17	1
Vocational Rehabilitation Division is paying my way	84	5
Work Study is paying for my schooling	84	5
Borrowed Money	17	1
Working my way through	302	18
No Response	134	8
Total	1,678	100

"Are your school costs taken care of, in part, by some kind of scholarship received from the school?" In response to this question 1,527 students (91 percent) answered "No," even though scholarship funds are set up by the Area Vocational-Technical schools; only 4 percent of the sample or 67 students reported that part of their school costs are taken care of by the Area Vocational-Technical schools. Students were asked to estimate the entire cost for completion of training in the Area Vocational-Technical School. Fifty-seven percent of

the respondents thought that the cost for the entire training was less than $500; only 2 percent of the respondents thought that it would take at least $3,000 for the completion of their training (see Table 19). Here the cost of education included everything necessary for the completion of their education at the vocational-technical school.

TABLE 19

ESTIMATED COST OF VOCATIONAL TRAINING

Cost of Education	Number of Students	Percentage
Less than $500	956	67
At least $500 but less than 1,000	386	23
At least 1,000 but less than 1,500	151	9
At least 1,500 but less than 2,000	84	5
At least 2,000 but less than 3,000	34	2
At least 3,000	34	2
No Response	34	2
Total	1,678	100

"How much trouble are you having getting enough money to make it through school?" From the socio-economic and family background of the students, it could easily be assumed that a large majority of the students find it very difficult to acquire enough money to complete their vocational-technical training, but it is not true for the respondents used in this study (see Table 20). Forty-eight percent of the

TABLE 20

TROUBLE GETTING MONEY TO COMPLETE TRAINING

Trouble Getting Money	Number of Students	Percentage
No Trouble at all	805	48
It's a little hard but I'm making it O.K.	621	37
It's very hard but I can do it	168	10
It's so hard I may not be able to finish	50	3
It's so hard I think I'm definitely going to have to quit	0	0
No Response	0	0
Total	1,678	100

sample stated that they had no trouble at all acquiring enough money to make it through school; 37 percent found it a little hard acquiring enough money; 10 percent found it so hard that they may not be able to finish; no students said that it was so hard acquiring money that they thought they were definitely going to have to quit; and, only 3 percent of the sample found it so hard that they might not be able to finish their training. In response to the questions, "How did you find a place to live when you came to this school?" and "How much trouble did you have finding a place to live?", 75 percent of the sample stated that they already had a place to live; only 117 students (7 percent) stated that people at the area vocational-technical schools helped them to find a place to live (see Table 21).

TABLE 21

RESPONSES TO THE QUESTION, "HOW DID YOU FIND A PLACE TO LIVE WHEN YOU CAME TO THIS SCHOOL?"

Response	Number of Students	Percentage
I already had a place to live	1,259	75
People here at the school helped me find a place to live	117	7
Some other students at the school helped me to find a place to live	17	1
Friends in town here helped me find a place to live	34	2
I just looked around myself until I found a place to live	34	2
No Response	218	13
Total	1,678	100

The majority (58 percent) of the respondents stated that they had no trouble at all trying to find a place to live. Four percent of the sample stated that they did not have much trouble finding a place to live but rather they found a place in less than one-half day. One percent of the sample said that they had some trouble or they had to look around a day or so to find a place to live; another one percent of the sample reported that they had quite a bit of trouble and thought that for a while they might not find a place to live.

It might be interesting to note that, in regards to transportation to and from the area vocational-technical school, 51 percent of the sample drove their own personal cars; 19 percent rode with someone else and only eight percent reported that they walked to school every day.

CHAPTER IV

ATTITUDES OF STUDENTS TOWARD VOCATIONAL-TECHNICAL SCHOOL

This chapter assesses the basic attitudes of the vocational-technical students in relationship to the school. The attitudes of the youth in Georgia as well as in America might turn out to be a most crucial predictor for the nature and direction of social change. Many of the recent reform and revolutionary movements in the world today have involved heavily the youth, who have often been among the principal architects and initiators of change. Youth are now receiving a type of exposure and recognition which has no direct counterpart in earlier periods of history. They are being heard in popular art, the "hippie" movement, peace politics, civil rights and vocational-technical education. The latter aspect of contemporary change and the attitudes of the vocational-technical school youth are the principal concerns of this study, for it is within the context of attitudes that progress can be made in the curriculum of the vocational-technical school.

In an article by Bottoms and Swain (1967), on "The Effects of Program Development on Area Vocational-Technical School Enrollment," it was stated that the cooperative efforts by several groups and many individuals in education in Georgia have resulted in action designed to bring together the facilities of the Vocational-Technical schools

and the young men and women for whom these programs represent suitable opportunities. It was felt that this could be accomplished through improved communication and understanding between vocational-technical school officials and high school counselors and that this would assure that high school students would have more accurate information upon which to base their post high school decisions. More students, particularly dropouts and non-college bound students, have integrated this information into their vocational decisions. High school officials reinforce the idea of respect for and dignity of every individual worker who is making a positive contribution in society, particularly through job performance.[42]

Students were asked if there was a guidance counselor in the high school they attended. This was answered positively by 1,326 students (79 percent) and negatively by 18 percent. These data suggest that the majority of the students had come into contact with a high school counselor.

The growth of the Georgia Area Vocational-Technical schools, recognized as an acceptable program of post-secondary education, attributes much of the acceptance to the high school counselor who has taken as much pride in assisting students to enter the vocational-technical schools as they take in assisting students to enroll in other kinds of post-secondary education programs. Counselors' attitudes toward the

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[42]James E. Bottoms and Emeliza Swain, "The Effects of Program Development on Area Vocational-Technical School Enrollment," Vocational Guidance Quarterly, Vol. 15, No. 4, (June, 1967), 268.

vocational-technical schools have enabled the vocationally oriented student to choose the vocational-technical school because they feel that this is the best decision for them.[43] Respondents were asked from whom they found out about the area vocational-technical school. High school counselors were listed most (see Table 22). This correlates with the effectiveness of the high school counselor on the progress of the Georgia Area Vocational-Technical schools.

TABLE 22

SOURCE OF INFORMATION ABOUT AREA VOCATIONAL-TECHNICAL SCHOOL

Source of Information	Number of Students	Percentage
Parents	151	9
High School Counselor	436	26
Teacher	101	6
Friend	420	25
Former Student	168	10
Area School Representative	168	10
Radio	17	1
Television	0	0
Newspapers	84	5
Others	101	6
No Response	34	2
Total	1,678	100

[43] Ibid., p. 272.

It is interesting to note that the Vocational Education Division worked closely with Educational Television Division of the State Department of Education in developing ten television and radio spots on the Vocational-Technical School Program. They were developed and distributed to all television and radio stations throughout the state of Georgia. These spots were designed primarily to acquaint prospective vocational students with the opportunities available to them in the Vocational-Technical school program.[44] In an analysis of the data used in the present study, it can be seen from Table 22 that only one percent of the sample had found out about the vocational-technical school from both radio and television.

Respondents were asked if they ever visited a counselor about the possibilities of attending their area vocational-technical schools and if so, where? "Activities carried on with the high school counselor have sought to broaden their understandings of the area school program by providing them with experiences, materials and information that would enable them to work more effectively with high school students interested in vocational training."[45] The percentage of respondents who stated that they had visited a counselor about the possibility of attending the Area Vocational-Technical school was a relatively high 76 percent, which represents 1,275 students; only 22 percent of the respondents said "no," that they had never visited with a counselor about the possibility of attending an area vocational-technical school. Out of

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[44]Ibid., p. 272.

[45]Ibid., p. 270.

the percentage of students who had visited with a counselor, 49 percent stated that they had visited with their high school counselor (see Table 23). Other students visited with counselors from the United States Employment Service, The Vocational Rehabilitation Center, the Veterans Administration and The Area Vocational-Technical School. Although high school and other counselors have played a very important role in trying to get students interested in the vocational-technical

TABLE 23

COUNSELORS VISITED BY THE STUDENTS

Counselor	Number	Percentage
Yes, I visited with a high school counselor	882	49
Yes, I visited with a U.S. Employment Service Counselor	34	2
Yes, I visited with a Vocational-Rehabilitation Counselor	67	4
Yes, I visited with a Veterans Administration Counselor	285	17
Yes, I visited with a counselor from the area school	67	4
No, I never visited with a counselor	369	22
No Response	34	2
Total	1,678	100

school curriculums, the majority of the students listed their friends as the first choice, as the person who influenced them most to attend the area vocational-technical school (see Table 24). This was followed in frequency by parents, others, counselors, teachers and finally area school representatives.

TABLE 24

SOURCE OF INFLUENCE FOR ATTENDING SCHOOL

Source of Influence	Number	Percentage
Friends	688	41
Teachers	101	6
Parents	336	20
Counselor	185	11
Area School Representative	67	4
Others	268	16
No Response	34	2
Total	1,678	100

In an attempt to assess the time that the individual became interested in enrolling in the Georgia Area Vocational-Technical schools and the occupations they selected, the respondents were asked: "How long before entering the school did you decide to go into the occupation for which you are training now?" Table 25 shows the responses to this question. Twenty-eight percent of the students said that they had decided at least one year before they came to the school on one extreme, while on the other extreme, 11 percent of the sample said that

TABLE 25

TIME OF DECISION FOR OCCUPATIONAL TRAINING

Time of Decision	Number	Percentage
I really didn't decide until I had been in school here for a while	185	11
I decided just before coming here to school	319	19
I decided more than one month but less than six months before I came here	420	25
I decided more than six months but less than one year before I came here	235	14
I decided at least one year before I came here	470	28
No response	50	3
Total	1,678	100

they really didn't decide upon their occupational training until they had been in the school for a while. The data tend to suggest that the Area Vocational-Technical school students had prepared in some way for their occupational training. The students were asked if they had ever visited the vocational-technical school before they decided to attend. The responses were split equally to this question. About as many students visited the school as those who did not visit the school. Nine hundred and twenty-three students (55 percent) had visited the school; 705 students (42 percent) had not visited the school before they decided to attend. Many activities have been carried on by the

vocational-technical schools that have had and will continue to have an influence on attracting prospective students, that have bridged the gap between the potential skilled worker and his eventual employment.[46] Table 26 gives an analysis of the awareness of the opportunities in the fields for which the students are training, such as the number of jobs available in the field, the salary and working conditions. A very high percentage of the sample stated that they were aware of the abilities required and the opportunities available in their chosen occupational fields, whereas only 10 percent stated that they were not sure or uncertain of both the abilities needed and the opportunities available to them.

TABLE 26

AWARENESS OF ABILITIES NEEDED AND OPPORTUNITIES AVAILABLE

Questions	Percent of Respondents Who Stated		
	Yes	No	Uncertain
Do you know what abilities are needed for a person to be trained in the area in which you are now enrolled?	82	6	10
Do you feel that before enrolling you were aware of the opportunities in the occupation that you are studying in the area school?	72	14	10

In questions relating directly to the students' satisfaction with the Area Vocational-Technical school, correlation can be made with a

[46] Ibid., p. 270.

group of data published by the Georgia Department of Vocational Education, concerned with the 1965 graduates of Georgia Area Vocational-Technical School.[47] In the report the majority of the graduates rated their vocational school very good (61 percent); only 1 percent of the graduates looked at the school as very poor.

When the students used in this study were asked how satisfied were they with the area school program, 873 said they were very satisfied; only 17 students reported that they were very dissatisfied with the area school program. (See Table 27).

TABLE 27

SATISFACTION WITH THE AREA SCHOOL PROGRAM

Satisfaction	Number	Percentage
Very Satisfied	873	52
Satisfied	738	44
Quite Dissatisfied	50	3
Total	1,678	100

In the opinion of the students before and after attending the area school, a fairly high percentage (57 percent) thought that the school was better than they had expected it to be. Thirty-five percent of the sample or 587 students thought that the school was about what they had expected and only 101 students (6 percent) thought the school

[47]James E. Bottoms, "A Study of 1965 Graduates of Georgia Area Vocational-Technical Schools," Atlanta: Georgia Research Coordinating Unit, March 1967, p. 1.

was not as good as they had expected it to be.

The students were asked "How would you rate the school to potential students?" Table 28 shows that 86 percent of the sample said they would rate the school from good to very good to potential students; only 11 percent of the sample stated that they would rate the school from poor to fair because most other schools would probably be better.

TABLE 28

RATING OF SCHOOL TO POTENTIAL STUDENTS

Rating	Number of Students	Percentage
Very good, I think it is among the best in the country	772	46
Good, it is better than most	705	42
Fair, it is probably no better nor worse than most	134	8
Poor, most others would probably be better	50	3
No Response	17	1
Total	1,678	100

Respondents were asked if they had to work hard to get along in the area vocational-technical school. Thirty-six percent said that they keep busy but none of the work was really hard, 27 percent said that they had to work hard at least half of the time to get along, 25 percent said they had to work hard almost all of the time to get along and 9 percent said that the work was not hard at all. A large percentage of

the students said that they had to study after school in order to keep up (see Table 29). This is probably due to the fact that a large percentage stated that most of the information that they learned at the school is new information (45 percent). Three hundred thirty-six students (20 percent) said that about half of the information is new to them, 6 percent said that less than half of the information is new and only 1 percent stated that hardly any information is new, because they knew it before they came to the area school.

TABLE 29

STUDY HABITS FOR STUDENTS

Study Habits	Number	Percentage
No, we do all our work here at school	151	9
Sometimes, but not often	420	25
I usually study for a while but not as much as an hour	201	12
I usually study for at least an hour after school	319	19
Yes, I always have to study after school to be ready for the next day	587	35
Total	1,678	100

Within the Georgia Area Vocational-Technical school specific standards of performance in the course work must be maintained along with regular class attendance.[48] This is shown in responses of the

[48]Redding S. Sugg, Jr., op. cit., p. 68.

students concerning what would happen to them if they were late or skipped a day out of school. Seven hundred and fifty-five students (45 percent) stated that, if they are late for school, they would have to make up the time that they missed, 13 percent said that they didn't know just what would happen and 3 percent said that nothing would happen.

The best attitude toward any activity is expressed if individuals are interested in that activity. The students were asked to express their interest in the occupations for which they were training. It is of interest to note that 62 percent of the students were very interested in their occupational training and that it was exactly what they wanted to do for a living; none of the students stated that they were not interested in their occupational training (see Table 30).

A very high correlation exists between the previous analysis of interest in occupational training and the students' opinions of their chances of finishing the entire course of the vocational training. Because of the high percentage of students who responded to very interested in the training for their occupational choice, there is also a relatively high percentage of respondents who think that their chances of finishing the occupational training are good. When respondents were asked to consider their chances of finishing the entire vocational course, 42 percent thought their chances were excellent and they were sure that they would finish; none of the students said that their chances were very poor and they had made definite plans to quit as soon as they found a job (see Table 31).

The respondents were asked to give their opinion on their chances

TABLE 30

INTEREST IN OCCUPATIONAL TRAINING

Interest Expressed	Number	Percentage
Very interested, it is exactly what I want to do for a living	1,040	62
Interested, I think I will like it more than most things I do	554	33
Mildly interested, I think it will be O.K. but this is no more so than many other things	34	2
Little interested, there are other things I would rather be learning but this was all that was available to me	17	1
Not interested, I don't like it but there isn't much else for me to do	0	0
No Response	34	2
Total	1,678	100

TABLE 31

CHANCES OF COMPLETING OCCUPATIONAL TRAINING

Chances of Completing	Number	Percentage
Excellent, I'm sure I will finish	705	42
Good, I think I will probably finish	722	43
Fair, I may or may not finish depending on what comes up	218	13
I probably will not finish	17	1
Very poor, I definitely plan to quit as soon as I find a job	0	0
No Response	17	1
Total	1,678	100

of getting a job when they finish training at the area vocational-technical school. The responses from this section would tend to suggest that the respondents were very sure of their occupational training in preparing for an occupation. Eighty-six percent of the respondents stated that their chances of getting a job when they finished were from good to excellent, placing an emphasis upon the fact that the Georgia Area Vocational-Technical schools are interested in placing their graduates with little or no trouble at all.[49] One percent of the sample thought that their chances were very poor and that it was strictly up to the individuals to find their own jobs after their occupational training is completed.

Table 32 gives an analysis of the students' chances of finding a job after the occupational training is completed. Students were asked to estimate the amount of money that they expected to earn a week on their first job after leaving the vocational school. Sixteen percent of the students responded that they didn't have any idea at all about their salary; 2 percent said less than $50 per week; 18 percent said at least $50 but less than $75 a week; 28 percent said at least $75 but less than $100 a week; 28 percent said at least $100 but less than $150 a week; 4 percent said at least $150 but less than $200 a week; and, 2 percent said they would expect to make at least $200 a week. These data tend to suggest that upon completion of occupational training, students expect an increase in salary and status due to the completion of vocational training.

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[49]John L. Fulmer and Robert E. Green, op. cit., p. 14

TABLE 32

CHANCES OF GETTING A JOB AFTER COMPLETION OF OCCUPATIONAL TRAINING

Chances of Getting Job	Number	Percentage
Excellent, I already know where I will be working	436	26
Good, this school places its graduates with little or no trouble	990	59
Fair, it seems that some graduates get jobs but others don't	101	6
Poor, I guess its strictly up to me to find my own job	17	1
I don't know, nobody has said anything about it	84	5
No Response	50	3
Total	1,678	100

The respondents were asked to list some of the subjects that were not offered in their high school that would have been helpful to them in the Georgia Area Vocational-Technical School. The courses of Business Machines and Mechanical Drawing were mentioned most often; it was suggested that they be added to the high school curriculum.

CHAPTER V

SUMMARY AND CONCLUSION

What are the basic attitudes, values and characteristics of the students enrolled in Georgia Area Vocational-Technical Schools in December 1966, especially in terms of home and family background, work experience, educational, financial, housing backgrounds and opinions toward the vocational-technical schools? It was assumed that the majority of the students were from lower social class backgrounds; that the majority of the students in the vocational-technical schools had some work experiences which are related to the occupations for which they were training; that the majority of the students have completed high school with an average rank, but their high school courses were not related to the vocational-technical school courses; that the majority of the students work their way through school, or receive help from institutions other than the family; and that the majority of the students have a favorable attitude toward the school and were satisfied with the Area Vocational-Technical program.

The method used in analyzing the data was a structured questionnaire. This technique provided graphic illustrations and percentages on the characteristics of the 1,678 sample students enrolled in Georgia Area Vocational-Technical Schools in December 1966.

The respondents used in the sample were between 16 and 21 years of age, male and single with no veteran preference.

None of the students lived on a farm while attending high school, but lived in towns with from 1,000 to over 50,000 persons. This is related to the location of the Area Vocational-Technical Schools which are set up in areas which are somewhat heavily populated. It was also found that the majority of students were living with their parents who are of lower class status, engaged primarily in skilled, semi-skilled and service occupations, with very little education beyond the high school level. It was found that students in training for occupations were not training for an occupation that their parents were employed in, but rather they were in occupations that their friends were employed in, which suggests that their friends have a significant influence on the students' occupational training.

The respondents' perception of their work experience, in terms of both related and not related to the occupational training, reflects a considerable degree of job training. Two-thirds of the students had held full-time or part-time jobs, but these jobs were not related to their occupational training. One-half of the students were employed but not in positions relating to their occupational training. Students were employed various hours during the week; 13 percent were employed at least 40 hours a week. The majority of the students had jobs before enrolling in the Area Vocational-Technical School or found jobs through their own effort. They were making less than $100 per week from these jobs.

The majority of the students had completed high school, and had

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The majority of the students had completed high school, and had

enrolled in the Area Vocational-Technical School immediately after completing high school. Their course content in high school included Mathematics, English, General Science and Social Science. They graduated with from 50 to 299 other students and ranked within the second and third quarters of the high school graduates. This tended to show that their educational level was comparable to other individuals. They had been enrolled in the Georgia Area Vocational-Technical school for at least 1 trimester and were training for Skilled Trade and Technical Occupations for which they thought was more complicated than their high school work. They listed General Mathematics as the most helpful subject; Biology and Typing I were the least helpful.

The majority of the respondents were paying their way through school or their parents were paying their way through. The students thought it would cost them less than $1,000 to get through school but they had no trouble at all trying to secure enough money to make it through.

In a series of questions concerning attitudes toward the vocational-technical school, the majority of the students stated that their high school had a counselor and that they had visited with a counselor about the possibility of attending the vocatioaal-technical school but they were not influenced directly by the high school counselor. The most influence came from parents and friends. Most of the students visited the area school before they decided to attend.

The majority of the students were satisfied with the area school program and rated the school from good to very good, listing it among the best in the country, despite the fact that the students kept busy

all the time and had to study after school to be ready for the next day. Most of the respondents reported that most of the information they were learning was new to them.

A large percentage of the students were sure that they would finish the occupational training related to their occupational interest. Sixty-two percent of the students stated that their interest was very high in occupational training and it was exactly what they wanted to do for a living. They thought that their chances were very good for getting a job paying at least $100 a week after the completion of the occupational training, because the vocational-technical school would place its graduates with little or no trouble.

From the analysis of data, it can be concluded that the attitudes, values and characteristics are average and comparable to students in all walks of education. The vocational-technical schools are thus, at least, as selective, although on different lines, as most of the academic colleges. A different but not necessarily inferior order of talent is being accommodated, so the common notion that the area schools are the answer to the high school dropout problem is erroneous. Effectively publicizing the quality and the respectability of the school is seen as a major need in order to improve the public image of the Area Vocational-Technical Schools.

APPENDIX I

QUESTIONNAIRE

Check (x) correct space.

A. Personal Data

1. Age
   _____16-18
   _____19-21
   _____22-24
   _____25-27
   _____28-30
   _____30 or over

2. Sex
   _____Male
   _____Female

3. Marital Status
   _____Single
   _____Married
   _____Divorced
   _____Separated
   _____Engaged

4. Are you a veteran?
   _____Yes
   _____No

B. Home and Family Background

5. Did you live on a farm while attending school?
   ____Yes _____No

6. Where are you living now?
   ____with my parents or guardians.
   ____with relatives other than my parents.
   ____in a house I own
   ____in a house I rent.
   ____in an apartment I rent.
   ____I rent a room in a private home
   ____in a hotel or motel in a YMCA or YWCA.
   ____in some housing owned and operated by school.
   ____family living in community with you.

7. What is the size of the town in which you attended high school?
   ____Less than 1,000 people.
   ____At least 1,000 but less than 5,000.
   ____At least 5,000 but less than 10,000.
   ____At least 10,000 but less than 20,000.
   ____At least 20,000 but less than 50,000.

8. Which of the following categories best describes the occupation of the head of your family?
   ____Professional.
   ____Proprietor or Manager
   ____Sales (other than Sales Manager or Administrator.
   ____Clerical.
   ____Skilled Worker
   ____Semi-skilled Worker
   ____Service Worker
   ____Unskilled Worker
   ____Farmer or Farm Worker
   ____Others (specify).

9. What is/was (if deceased or separated) the educational level of your father or male guardian?
____No father or male guardian.
____Elementary school
____Some high school
____High school graduate
____Vocational-technical school
____Others (specify).

10. What is/was (if deceased or separated) the educational level of your mother or female guardian?
____No mother or female guardian
____Elementary school
____Some high school
____High school graduate
____Vocational-technical school
____Some college
____Others (specify).

11. Were any of the following persons working in the occupation that you are studying?
____Parents
____Relatives
____Brothers
____Sisters
____Other Adults
____Friends

C. Work Experience

12. Number of previous full-time jobs.
____None ____Three
____One ____Four
____Two ____Five
____More

13. Number of previous part-time jobs.
____None
____One
____Two
____Three
____Four
____Five
____More

14. Have you held a previous full-time job related to the course you are currently taking at this school?
____Yes ____No

15. Are you currently employed?
____Yes, full-time
____Yes, part-time
____No

16. If you are currently employed is your job related to the course you are enrolled in?
____Yes ____No

17. If you have a paid job now, how many hours a week do you work?
____Less than 10 hrs. a week
____At least 10 but less than 20 hrs. a week
____At least 20 but less than 30 hrs. a week.
____At least 30 but less than 40 hrs. a week.
____At least 40 hrs. a week.

18. If you have a paid job now, how did you get it?
____I had it before starting at this school
____People running the school helped me get this job
____Friends going to school here helped me get this job.
____I found this job by myself after I started to school
____Friends outside of the school helped me get this job.

19. If you have a job now, about how much do you make a week?
____Less than $20 a week
____At least $20 but less than $30 a week
____At least $30 but less than $50 a week
____At least $50 but less than $100 a week
____At least $100 a week

D. Educational Background

20. How many years has it been since you graduated from or left high school?
____1 year or less
____2-4 years
____5-9 years
____10-14 years
____15-19 years
____20 years or more

21. Level of education completed (Check one and circle only the highest grade completed).
____Did not complete high school
____Completed high school
____Had some vocational school
____College

22. Was there a guidance counselor in the high school you attended?
____Yes ____No

Courses completed in high school (Check the number that indicates the number of years you had a course).

23. Math. (including general math., algebra, etc.)
____None
____One
____Two
____Two
____Three
____Four
____More

24. English (including literature)
____None
____One
____Two
____Three
____Four
____More

25. Science courses (Check the following completed in high school)
____General Science
____Chemistry
____Physics
____Biology
____General Health

26. Social Science (including history, civics, geography, etc.)
____None
____One
____Two
____Three
____Four
____More

27. Foreign Language
____None
____One
____Two
____Three
____Four
____More

28. Vocational Agriculture
____None
____One
____Two
____Three
____Four
____More

29. Industrial Arts (drafting woods, metals, electricity, graphic arts, and power mechanics)
____None

____One
____Two
____Three
____Four
____More

30. Diversified Cooperative Training
____None
____One
____Two
____Three
____Four
____More

31. Homemaking
____None
____One
____Two
____Three
____Four
____More

32. Business Education (including typing, shorthand, office practice, V.O.T.)
____None
____One
____Two
____Three
____Four
____More

33. If you graduated from high school, about how many students were in your grade who graduated with you?
____Less than 50
____At least 50 but less than 100
____At least 100 but less than 300
____At least 300 but less than 500
____At least 500.

34. If you graduated from high school, where did you rank in your grades?
____Top quarter of high school graduates
____Second quarter of high school graduates
____Third quarter of high school graduates.
____Bottom of high school graduates
____I graduated by taking a correspondence course or GED tests, so I can't say.

35. If you went to high school, do you think you have to work harder here?
____Yes, I have to work harder here.
____No, I had to work harder in high school
____No, this is about the same as high school.

36. How long have you been a student in this school?
____1 trimester
____2 trimesters
____3 trimesters
____4 trimesters
____5 trimesters
____6 trimesters
____Longer, how long?_____

37. In which area of training are you enrolled?
____Skilled Trade
____Health Occupation
____Office Occupation
____Technical Occupations
____Other course enrolled in
_____

38. In which type of program are you enrolled?
____Full-time preparatory (Day student).
____Part-time preparatory (Night student).
____Extension course for employed personnel
____Full-time seniors

39. In general, which three high school subjects have been the greatest help for you in this

school? From the list of subjects below, indicate the order of their importance by writing the letter of the subject in the appropriate blank.

____General Math.
____Business Math
____Algebra I
____Algebra II
____Geometry
____Adv. Algebra, Trig.
____Anal. Geom., Calculus
____Industrial Arts
____Mech. Drawing I
____Mech. Drawing II
____General Science
____Chemistry
____Biology
____Physics
____Typing I
____Typing II
____Bookkeeping
____Accounting
____Shorthand I
____Shorthand II

40. Using the above list, indicate by letter the subjects that have been least helpful to you in this school.

41. If you quit school before high school graduation, what is the most important reason why you quit?
____School subjects were not interesting to me
____I ran into arguments with teachers and/or other school officials
____My grades were too low
____My friends weren't in school and I wanted to be with them
____I had to quit in order to earn money
____I had to quit for health reasons
____I was expelled from school
____My main reason for quitting was_____
_____

E. Financial and Housing Information

42. How are you paying your way through school?
____Your personal saving
____Your parents are paying your way
____The Manpower Development and Training Act
____Vocational Rehabilitation Division is paying for my schooling
____Borrowed money
____Working my way through.

43. Are your school costs taken care of, in part, by some kind of scholarship received from the school?
_____Yes _____No

44. About how much do you think it is going to cost you (including everything) to get through this school?
____Less than $500
____At least $500 but less than $1,000
____At least $1,000 but less than $1,500
____At least $1,500 but less than $2,000
____At least $2,000 but less than $3,000
____At least $3,000

45. How much trouble are you having getting enough money to make it through this school?
____No trouble
____It's a little hard but I'm making it O.K.
____It's very hard but I can do it.

___It's so hard I may not be able to finish
___It's so hard I think I'm definitely going to have to quit.

46. How did you find a place to live when you came to this school?
___I already had a place to live.
___People here at the school helped me find a place to live.
___Some other student at the school helped me to find a place to live.
___Friends in town here helped me find a place
___I just looked around myself until I found a place to live.

47. How much trouble did you have finding a place to live?
___No trouble at all
___Not much; I found a place in just a little while (less than one-half day)
___Some trouble; I had to look around a day or so to find a place to live
___Quite a bit of trouble; I thought for a while I might not find a place.

48. How is transportation arranged to school?
___Drive personal car
___Ride with someone else
___Walk

F. General Information

49. Did you ever visit a counselor about possibilities of attending this school?
___Yes, I visited with a high school counselor
___Yes, I visited with a U.S. Employment Service Counselor
___Yes, I visited with a Vocational Rehabilitation counselor
___Yes, I visited with a Veterans Administration Counselor
___Yes, I visited with a counselor from the area school
___No, I never visited with a counselor.

50. Who do you think influenced you most to attend the area school?
___Friends
___Teachers
___Parents
___Counselor
___Area school representative
___Others (Please list)
_____
_____

51. How long before entering high school did you decide to go into the occupation for which you are now training?
___I really didn't decide until I had been in school here for a while.
___I decided just before coming here to school (within a month)
___I decided more than one month but less than six months before I came here.
___I decided more than six months but less than one year before I came here.
___I decided at least one year before I came here.

52. Did you ever visit the area school before you decided to attend?
____Yes ____No

53. Do you know what abilities are needed for a person to be trained in the area in which you are enrolled?
____Yes ____No
____Uncertain

54. Do you feel that before enrolling you were aware of the opportunities in the occupation that you are studying at this area school (such as number of jobs available in the field, salary, working conditions, etc.)?
____Yes ____No
____Uncertain

55. When did you first consider enrolling in the area vocational-technical school?
____After leaving high school
____Senior Year, second half
____Senior Year, first half
____Junior year
____Sophomore year
____Freshman year or earlier
____Other

56. How satisfied are you with the area school program?
____Very satisfied
____Satisfied
____Quite dissatisfied
____Very dissatisfied

57. Now that you are here, what do you think of this school?
____It's better than I thought it would be
____It's about what I expected
____It's not as good as I thought it would be.

58. How would you rate this school to a potential student?
____Very good; I think it is among the best in the country
____Good; it is better than most
____Fair; it is probably no better nor worse than most
____Poor; most others would probably be better.

59. How hard do you have to work in this school in order to get along?
____Not hard at all; if you show up for classes you are O.K.
____We keep busy but none of the work is really hard
____You have to work hard at least half of the time to get along
____You have to work hard almost all the time to get along.

60. Do you have to study after school in order to keep up here?
____No, we do all our work here at school
____Sometimes, but not often
____I usually study for a while but not as much as an hour
____I usually study for at least an hour after school.
____Yes, I always have to study after school to be ready for the next day.

61. How much of what you are learning here is new information to you?
____All of it is new. I didn't know anything about it before coming here.
____Most of it is new information
____About half of it is new information and about half of it isn't.
____Less than half of it is new information
____Hardly any of it is new. I knew it before I came here.

62. What happens here if you are late for school?
____I don't know
____Nothing, you just go to class
____They make record of it but do nothing
____You must make up the time you miss.
____Your grades are lowered
____Other (explain).

63. If you are often late, what happens here?
____I don't know
____Nothing
____They make a record of it but do nothing
____You may be put out of school
____You will be put out of school
____Other (explain).

64. What happens here if you are sick and can't come to school?
____I don't know
____You are excused without having to make up work
____You have to make up the work you missed but get instructor's help in doing so.
____You have to make up the work you missed on your own.

65. What happens here if you skip a day and just don't come to school?
____I don't know
____Nothing
____They make a record but do nothing
____You may be put out of school
____You will be put out of school
____You have to make up the work you missed.
____Other (explain).

66. What do you think your chances are of finishing the whole course?
____Excellent; I'm sure I will finish
____Good; I think I will probably finish
____Fair; I may or may not finish depending on what comes up.

67. How interested are you in the occupation for which you are now training?
____Very interested; it is exactly what I want to do for a living
____Interested; I think I will like it more than most things I might do
____Mildly interested; I think it will be O.K. but no more so than many other things
____Little interested; there are some things I would rather be learning but this was all that was available to me
____Not interested; I don't like it but there isn't much else for me to do.

68. What are your chances of getting a job when you finish?
____Excellent; I already know where I will be working
____Good; this school places its graduates with little or no trouble.
____Fair; it seems some graduates get jobs but others don't.
____Poor; I guess it's strictly up to me to find my own job
____I don't know; nobody has said anything about it.

69. About how much money do you expect to earn a week on your first job after leaving this school?
____I don't have any idea
____Less than $50 a week
____At least $50 but less than $75 a week
____At least $75 but less than $100 a week
____At least $100 but less than $150 a week
____At least $150 but less than $200 a week
____At least $200 a week

70. From whom did you find out about the area vocational-technical school? (Check the one that applies to you).
____Parents
____High School counselor
____Teacher
____Friend
____Former student
____Area school representative
____Radio
____Television
____Newspaper
____Other (please list).

The questions below can be answered with a few words. Write in the answers.

71. What subjects do you think would be a help to you in this school that were not offered in your high school?
(1)_____
(2)_____
(3)_____

72. If you did visit the area school, who sponsored your visit?_____

APPENDIX II

THE FEDERAL VOCATIONAL EDUCATION ACTS

The Smith-Hughes Act of 1917 provided for the promotion of vocational education by a permanent appropriation of $7,161,455 annually. It appropriates allotments to the States for agricultural education, trade, home economics, industrial education and the training of teachers of these subjects. The act has served as the basis for the cooperative Federal-State-local program of vocational education.

The Act of March 3, 1931, extended the provisions of the Smith-Hughes Act to Puerto Rico and authorized an annual appropriation of $105,000.

The Vocational Education Act of 1946, usually referred to as the George-Barden Act, provided for the further development of vocational education and authorized an annual appropriation of $29,310,823. This act authorized increased appropriations, use of funds for administration, vocational guidance and training in the distributive occupations.

The Act of March 18, 1950, extended the benefits of the George-Barden Act to the Virgin Islands and authorized an annual appropriation of $40,000.

The Health Amendment Act of 1956, Title III which amended The Vocational Education Act of 1946 added Title II to extend and improve training in practical nursing and other health occupations. It authorized a sum not to exceed $5,000,000 annually until June 30, 1961. This Act provided earmarked funds for training in practical

nursing and other health occupations and to extend the program that had been started with trade and industrial funds.

The Act of August 8, 1956, amended the Vocational Education Act of 1946 by providing an authorization of $375,000 for vocational education in the fishery trades, industry and distributive occupations therein. This act added another category of funds to Title I of the George-Barden Act.

The Act of August 1, 1956, extended the benefits of the George-Barden Act to Guam and authorized an annual appropriation of $80,000.

The Act of September 2, 1958, usually referred to as the National Defense Education Act of 1958, Title VIII, amended the Vocational Education Act of 1946 by adding Title III which provided for area vocational education programs to meet national defense needs for highly skilled technicians and authorized $15,000,000 annually until June 30, 1962. This Act gave legal recognition to the area vocational school, training in the technologies and the contribution of vocational education to national defense.

The Act of May 1, 1961, which is cited as the Area Redevelopment Act, authorizes assistance to State vocational education agencies to meet occupational training and retraining needs of individuals residing in redevelopment areas and authorizes $4,500,000 annually until June 30, 1965. The appropriation is made to the United States Department of Labor; the amounts necessary for training are transferred to the Department of Health, Education and Welfare for payment to States for the cost of training programs.

The Manpower Development and Training Act, approved March 15,

1962, authorized $97 million to carry out the provisions of the Act for the fiscal year 1963 and $61 million for the two succeeding fiscal years. One of the features of the Act is the occupational training and retraining of unemployed and other persons. The Act provides for the Secretary of Health, Education and Welfare to enter into agreements with the several State vocational education agencies to provide such occupational training found to be necessary by the Secretary of Labor.

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